

Episode 18: Changes in the new edition of Motivational Interviewing

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

CASAT Podcast Network.

Lions and Tigers and Bears MI is brought to you through a collaboration between The Mountain Plains ATTC and NFARtec. In episode 18, Paul and Amy discuss changes to the upcoming edition of Motivational Interviewing with an MI practitioner. For episode resources, links to Episodes, contact us and other information, please visit the Lions Tigers and Bears MI website at mtplainsattc.org/podcast.

Lions and Tigers and Bears MI is 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 10 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

Paul Warren: Hello.

Amy Shanahan: Hey, Paul.

Paul Warren: Hello, Amy. We are so fortunate to have a special guest appearance on our podcast today who is not Billie Jo Smith. No, no, no. And of course we look forward to having Billie Jo Smith back. But is it Dorothy?

Amy Shanahan: Dorothy from the wizard of Oz?

Paul Warren: no, no. In fact, it's a colleague of mine and her name is Helen Kaplan. And I will let her introduce herself and tell us a little bit about what she does and what her thoughts are about what we're going to talk about in our podcast today. So, Helen, thank you so much for being here.

Amy Shanahan: Hey Helen, good to see you and meet you today.

Helen Kaplan: Thank you for having me, Paul and Amy. So I will try to give a very brief synopsis of me. Currently, I am, working at an outpatient clinic in a rural area, central New York. I have clients, we do a bunch of evidence based work. We have a nice connection with the ATTC, do trainings. for myself, I'm a psychotherapist by training, but I have really focused on community practice since 1999. So the first half of my career, first 11 plus years was in straight mental health, community mental health. And then the last 11 plus years it's been an addiction work. My, master's was at SUNY Buffalo. I did my undergrad at Cornell. I did focus on addiction from the get go. So that's me.

Paul Warren: Well, I'm finding out. Yeah. And I'm finding out things about you, Helen, that I, I didn't actually know.

Helen Kaplan: Well there.

Paul Warren: So we're so glad you're here. And you know, myself, and Amy have kind of purposely kept you in the dark about exactly what we're going to talk about today. And I'm just wondering if you'd be willing to say a little bit about what you. What your thoughts are about that and what we're going to focus on today.

Helen: We wanted to interview someone who is practicing motivational interviewing

Helen Kaplan: Well, you guys know a lot about the changes that are coming up ahead with regard to motivational interviewing and how it's structured. I don't know about those changes, so I'm just interested in hearing about it and dialoguing.

Paul Warren: Super. Well, that's why we wanted you to be here, because we knew that maybe you hadn't been exposed to these changes that are coming down the line in terms of, the new edition of, Bill Miller and Stephen Rolnick's book on motivational interviewing. And we thought. And you were game for it. We thought that it might be interesting to invite somebody who is practicing motivational interviewing, as well as refining their practice on motivational interviewing, to really get their take their sort of thinking and feeling around these upcoming changes. So we really appreciate that you have been willing to sort of engage in this wild experiment with us.

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Amy Shanahan: And we just learned about some of the particularities of the changes in a forum we went to in Chicago this year. And just to. Not that I'm going to share any details, Helen, some folks in the hall were buzzing around their reactions to some of these changes. So no pressure on thinking that this is a test about how you might react, because some people liked some things and some people were like, hm, I wonder what that's all about. So just to neutralize this from a, you're not being put to any kind of Test to affirm Drs. Miller and Rolnick, the authors.

Helen Kaplan: You've piqued my interest.

Paul Warren: And I think the other thing that Amy's doing there is she's really, affirming your autonomy to buzz. Or not, depending on what you hear.

Helen Kaplan: Got it.

The title of the book has actually changed. And this is not the first title change

Paul Warren: Well, perhaps the place to really start with this is the change in the title. M. Because the title of the book has actually changed. And I am going to try and quote the current title. And both of you, please help me out if I don't hit it on the head. But I believe the current title of their third edition of the book is Motivational Interviewing Helping People to Change. Is that correct? Or is it just Helping people change? Amy's looking over her shoulder to get the book.

Amy Shanahan: I believe you're accurate, but I want to. Whoops, I walked away from my mic. I want to make sure. Well, you know, on the binder Piece, it just says Motivational Interviewing. So I have to open up the book.

Paul Warren: Right. Go to the, go to the title page.

Amy Shanahan: Helping People Change. You're right.

Paul Warren: Helping People Change.

Amy Shanahan: Third edition. Third edition, yeah.

Paul Warren: So the change that's coming down the road, and I think maybe it's also important to say that a lot of these changes have come from data and research that Dr. Miller and Stephen Roll, Dr. Rollnick have looked at, as well as kind of a lot of conversation and reflection with people using motivational interviewing. So they are changing the title to Motivational. And this is not the first title change, by the way. They're changing the title to Motivational Interviewing Helping People Change and Grow.

Amy Shanahan: M hm.

Paul Warren: Yeah.

Steven R: Changing and growing. I think that that's an important conversation

So let's discuss what, what are your thoughts about that?

Amy Shanahan: This is your first test, Helen.

Paul Warren: I thought, I thought you told Helen there would be no tests.

Amy Shanahan: Oh, oops. There's no test.

Helen Kaplan: Well, you know, my initial first reaction from a practitioner standpoint is, wow, that sounds great. Changing and growing. Who doesn't want to change and grow? Right? But if I think about it from the recipient of services point of view, it could feel, if it's not framed correctly, a bit of an imposition or in some ways implying that what presents is not good enough. So that rather than taking a kind of humanistic accepting the person as they are, it's sounding like, let's get them to a different place. Let's, let's, you know, that's. This isn't good enough. It's kind of like a plant that's all stumpy or something. You know, let's make it grow. What kind of food do we need to feed it? It's not good enough as it is.

Paul Warren: Wow. yeah. And almost, almost like seeming to. I'm going to frame it this way that almost like there's a directive to grow as opposed to the opportunity for it. If it's. Indeed that's what's indicated at the moment. Is that kind of what you're, you're saying?

Helen Kaplan: Yeah, like I, I'm a big fan of, say, Byron, Katie stuff. I don't know if you guys know her. And she wrote the same. Oh, she's fantastic. She wrote this book called Loving what Is. And it's a lot about looking at reality and working with things that maybe you can't change and how to not be at war with that. And so it's an interesting thing because, you know, in this title change, we're looking at a dynamic which implies right

from the get go, that we're seeking to See a shift versus trying to make what is, is be
and

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Helen Kaplan: find a way to make that work. So it's interesting. I'm not saying change and growth aren't good, but one could argue that some people coming to us are truly going to struggle with that concept if they're receiving services. And that might offend them a little, even just to see that title. I know that sounds a little wackadoodle, but.

Amy Shanahan: No, I think. Well, it can sound however you think it sounds. To me, it sounds very thoughtful and important for us to understand and know, even as facilitators of this conversation and training people as we do and learning from people, because we always say language matters. And depending on the culture and depending on the person, that word may matter. The phrasing and the importance of that phrasing might matter in a good and maybe not so good way to some people. I think that that's an important conversation to have. I wonder, I don't know if it was articulated in the conversation from the reason why they added growth. I know the first edition specifically was about preparing people to change addictive behaviors. And then they removed the addictive behavior because it was more inclusive of other change behaviors. And now they're, I think, contemplating that it can be about anything a person wants to change to better themselves. It doesn't necessarily have to be a, behavior change, if that makes sense. So. But I think it's important to have this conversation and why. We wanted to hear how you reacted to some of these changes that they're considering.

Paul Warren: And, you know, Helen, I have to say you've already confirmed for me that

you were the absolute right person to invite for this conversation. Because how people interpret these changes is going to have a lot to do with how they're kind of carried forward in practice and as. As workers are trying to understand what it means to also now include grow in regard to that. And, you know, your perspective is so intriguing to me because it had never occurred to me that that could be perceived as almost a, pressuring directive for somebody. And it's so interesting because my understanding from a little snippet that I heard from Steven Rolnick during a time when Amy and I got to speak with him, that they were kind of opening up the change focus to also include things that wouldn't necessarily be considered, quote, unquote, behavioral changes. And they sort of landed on this idea of human growth or growing. Now, the title doesn't explain that. So I think your insight is that depending on how it's interpreted One could feel like, oh, not only now is the focus about me changing, it's also now about me. I, now I gotta grow too.

Helen Kaplan: Right, Right. And like, who defines growth? So like the cultural competency part of me asks, you know, is it the, I, forgive me if this is going to offend somebody. There's no, I hope, I'm not. But is it like a heteronormative person? Is it a. I mean, you could just go down the list, like who's defining that? Because in the hands of a, of a nefarious person, it could be very laden with agendas that don't necessarily serve the client. So I think hopefully individuals who are, who are going to be embracing this. Remember the core cons, the core spirit of mi, which is to really align with what the client defines as growth. What they define as. What's the other one?

Paul Warren: change. Yeah, a client centered change as well as client centered centered growth, not provider centered growth. And thanks for bringing in the culture piece too, Helen, because you know, I think what you're, you're highlighting there is that, you know, as human beings providing services to other human beings, we all have

our lenses, we all have our own bias. And that's where MI spirit becomes so critical because it, it helps us to not insert that agenda into the conversation.

Amy Shanahan: And important to open up the door

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Amy Shanahan: to have these conversations about what these words mean. I think I shared it in one of the episodes that in one of my training, one person was really hung up on the word technique. And no matter what the word or someone's perception or reaction to it is allowing as learners and trainers and facilitators of change, how do you create an environment where people are willing to have these conversations so that they can make sense of it for themselves and make their own choices about what it means to them and if it's important or not. Right. So I think that this is a really important conversation to have about what does this all mean? And does change have the same connotation?

Paul Warren: Yeah. And does grow. I mean again, who's interpreting the growth? Who gets to decide what the growth is going to be? And again, Helen, thanks so much for bringing us back to MI spirit, because that is truly. And it's funny because one of the changes is also in MI spirit. And we're going to get to that. But but I'm just saying that as an intriguing preview and hook to. But we will get there and I just, I really appreciate being brought back to that because it is client Centered change, client centered growth. Which is very different than a provider's agenda. And as providers we have agendas and we can share those agendas in a way that still can respect that person's autonomy.

Paul Warren: Yeah.

The second part of the book also includes the word growth

Amy Shanahan: I'm wondering if this is a, a good time to bridge in the evolving definition, that they're going to add to the book because it also includes the word growth and wonder what you think about this. I think from the context of what I understand is there's, there's conversation around what's going into the book to simplify some of the terminology and reduce some of the psychological lingo. Although they'll keep some of that in there for folks who are in the professions. but this is the evolving definition. Ellen, if you wanted to get a sense of how you react to this.

Helen Kaplan: Yeah, go for it, please.

Amy Shanahan: MI is a particular way of talking with people about change and growth to strengthen their own motivation and commitment.

Helen Kaplan: That second part is so critical. It softens the defensiveness that might come up if you just had the cons, the constructs of change and growth. So yeah, that second part makes it palatable.

Amy Shanahan: It adds that whole notion of autonomy.

Paul Warren: Can you read the second part again, Amy?

Amy Shanahan: Sure. Growth to strengthen their own motivation and commitment. So MI is a particular way of talking with people about change and growth to strengthen their own motivation and commitment.

Paul Warren: Yep, yep. to strengthen their own I. E. Client centered. Back to just reminding us. Client centered change. Client centered growth. If that's indeed what the person wants to do.

Helen Kaplan: Which they may not.

Amy Shanahan: Yeah.

Helen Kaplan: But yeah, if you can get on the same page. Cool. Like it's a, it's a great change in growth. I'd be, I'll be interested to hear more about. And you, you guys might not know this all right now, but exactly how they might expand on those two things beyond what they did in that first edition or second edition. We're on.

Paul Warren: But it actually makes me much more excited to read the new edition because it's, you know, it's supposedly significantly shorter and they have intentionally, kind of corralled some of the, you know, psychological or clinical jargon into boxes if you want to read that, which I'm sure I'll be interested in that as well. But to be able to kind of read it through and, and you know, I, it's funny, it just popped into my head. I'm reminded of something that Bill has said, on numerous occasions where he says, you know, you can't learn motivational Interviewing from reading my book. So, so having these conversations and then taking that into sort of reflecting on practice are, I think, are what will make the difference.

Helen Kaplan: Definitely. You remind me, I was just talking to one of my staff people today about dialectical behavioral therapy, which we have that huge, you know, the linehan huge, manuals. And they're

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Helen Kaplan: so, they're so dense, they're so intense. It's great. But you don't always feel like slogging through the minutia of it. And so then there's these other books that make it user friendly, but it, you know, whatever they can do to take that jargon out and make it so that it's accessible. I like their. For. I actually like their first edition. I enjoyed it. But I think a lot of people would have a hard time kind of staying in that because it, it can feel a bit academic.

Paul Warren: Yeah. And it's interesting because maybe, some of that initially. Well, certainly MI M was new then. and they were pulling together, you know, academic clinical data in order to.

Amy Shanahan: To support what they were saying.

Paul Warren: Right. And now that it's. It's probably one of the most studied evidence based practices and there's a tremendous amount of data, they maybe feel that they can kind of pull back and make it a little more, common language. Which is interesting because I think it speaks to one of the other changes.

Helen: Clinicians fall into traps that hinder therapeutic process

and I'm thinking of the writing reflex change.

Amy Shanahan: Wonder what you would call it. Helen, I've asked things of practitioners and trainees. What words would you come up with? So what does it mean to you when

you hear the writing reflex? What would you call it traps that.

Helen Kaplan: Clinicians fall into that hinder the therapeutic process?

Paul Warren: Absolutely. I often refer to it as like a switch that gets flipped in an individual. Where they then feel this urge, this.

Amy Shanahan: Desire to want to help.

Paul Warren: Yep. Change.

Helen Kaplan: Yeah. What is it? the path to hell. Hell is paved with good intentions.

Paul Warren: Yeah, I read about that once. Well, it's interesting because they've decided to move away from writing reflexes and they're calling it the fixing reflex.

Helen Kaplan: That's funny. They'll have a big course correction. They'll put a big picture of Paul next to it.

Paul Warren: Probably not.

Amy Shanahan: That was a. It was a vastly different reaction to the fixing reflex change than it was from the title. Change.

Helen Kaplan: M Makes me think of the Coldplay song Fix you. yeah.

Paul Warren: would you care to sing a little of it for us?

Helen Kaplan: I just know the tune. Amy.

Paul Warren: Go ahead.

Amy Shanahan: Yes. Right.

Helen Kaplan: anyways, you'll have to Listen, I love it.

Amy Shanahan: This is the first time we've had a singer sing on, the podcast. We have to keep doing this.

Paul Warren: I. I am inspired now to see if perhaps, well, I have to come up with an opera singer who's still alive. But maybe we could get an MI m practicing, like.

Amy Shanahan: Well, it. It ties into me remembering. Bill Miller has a great sense of humor, and when you ask him about MI and it's about doing and being. He had a slide, right? Wasn't it one of the Doobie doobie doo doo dooby doo. Yes, because it's about doing and being truly.

Helen Kaplan: But so what? So tell me more about this, this new thing going on with the fixing versus the writing. Is there some, like, essential difference or is it just semantics?

Paul Warren: It's the word.

Amy Shanahan: It's the word semantics. I would have folks in there if you didn't have the words on a slide in a training. And, and we actually, I don't think we do. And, and I mean this to say one of my colleagues and I do state trainings, and we have this set

slide deck that we use. I don't think we put the words writing reflex on the slide. So sometimes when we use the words verbally without the visual, people are spelling it in their head. W, R, I, T, I, N, G. Yeah. and then, you know, as you can imagine, it stops the learning because they're trying to think about what the heck we're talking about. And when we describe what it means, it's our desire to want to fix or help, in the situation. So I would imagine it's all about the semantics, to make it user friendly, that it's sensical when you first hear it, perhaps. What do you think, Helen?

Helen Kaplan: Well, can I get back to the writing? Like, the writing?

Amy Shanahan: Yes. W, I, R, I. Yeah.

Helen Kaplan: So this. I know this is slightly tangential, but I was just thinking, like, if somebody automatically gets that wrong in their

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Helen Kaplan: mind, it's actually kind of a. It's a helpful way for the mind to go. Because sitting with a client and taking copious notes or being absorbed in one's, you know, computer, you know, is very counter to what would be good MI practice. Right. And in a sense, it is a good example of a trap someone falls into, particularly when they're not feeling very confident or they're worried about not holding on to details or whatever it is that leads them to take to disengage. And so in a sense, that mistake could be used to, like, symbolize a trap.

Helen: Writing reflex is connected to the fixing reflex

So let's talk about Some of the other ways that we as therapists inadvertently create discord, make it harder for the person to even consider change within themselves. So. So I just. As you said that, I was like, well, it's. It's kind of interesting because it is in line, although it's wrong, it is connected to the writing reflex.

Amy Shanahan: Yeah. You could tie it in and spoken.

Paul Warren: Like a, skilled expert trainer that you are, Helen, because it would be about maximizing the learning opportunity in that moment by helping the person to understand that writing notes or entering notes in a computer interferes with engagement and helping people to understand that. I do think that this is predominantly like a semantic change. And the idea of. People understand the idea of fixing, the desire to fix, rescue, solve. And it's funny, you know, I was. I was struck when Amy was saying, like, you know, my colleague and I, we don't put that on the slide. I actually have two slides that are specifically dedicated to this.

Amy Shanahan: Well, now, see, all the editing you have to do now.

Paul Warren: I know it's terrible. And it's so funny because there's an acronym that goes along with it, too, which is rule R, U, L, E. Which the R is resist the fixing reflex, which still works. Then the U is understand your client's motivation. Listen to your client. And E, empower your client.

Empowerment is changing to partnership, acceptance, compassion and evocation

Which perhaps leads us to the next change that is actually coming down the road.

Helen Kaplan: The EI. Brick road. Yeah.

Paul Warren: Yes, the. Specifically the, Well, actually more the MI4 road, but. But hopefully there'll be more of a yellow brick road to explore that on.

Amy Shanahan: Are you hinting to the change that's coming in the spirit?

Paul Warren: I am.

Amy Shanahan: Oh. You ready for it, Alan?

Paul Warren: I am.

Helen Kaplan: yeah. Spoken in a very dramatic way, like the spirit of Christmas past.

Amy Shanahan: It's so timely. Although listeners might listen to this in the summer, but right now we're embarking on a highly Christian holiday called Christmas.

Paul Warren: Yes. Celebrated by Charles Dickens. Romance, called A, Christmas Carol.

Helen Kaplan: Go.

Paul Warren: Yes. So this change, you may recall the acronym PACE, P, A, C, E as part of the way to remember the four components of motivational interviewing currently. Partnership, acceptance, compassion, and evocation.

Amy Shanahan: And that acronym will stay the same. So I wonder if you have a guess of which one of the letters will stay the same, but the word will change.

Helen Kaplan: So there's partnership, acceptance, compassion and empowerment.

Amy Shanahan: That's the new one.

Paul Warren: It's so funny, Helen, because you just hit on the new one.

Helen Kaplan: I knew that was the. So I knew the E was the one that was changing. Just didn't know what it's changing to.

Paul Warren: It's changing to empowerment.

Helen Kaplan: Yeah, well, that makes sense. That's a no brainer. Why I must have said it because I actually did. Never really like the first way it was said.

Amy Shanahan: evocation.

Helen Kaplan: Yeah, yeah, evocation. because it puts the power. It feels like it puts too much emphasis on the practitioner ultimately versus remembering that the power to change lies within the person who's going to make the change. Right. Not you. Although we, we sometimes forget that, like we think we're very important, but we're not.

Amy Shanahan: The fixing reflex that we have formally.

Paul Warren: Known as the artist writing.

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Paul Warren: Yes, yes. So. So Helen, you know, although Amy attempted very, vigorously to turn this into like a game show, you. You hit upon the change immediately. and in a very organic and natural way. And I'm wondering, because I agree with you, I really like that it's empowerment. And it also raises a concern for me as a trainer.

Helen Kaplan: Yeah. Why?

Paul Warren: Well, the concern is that, and I don't know if either you or Amy have had this experience, but oftentimes people will say I empower my clients.

Helen Kaplan: I hate that.

Paul Warren: Yeah, well, I get the spirit of it. And it's, it's kind of contrary to MI M because as you, you know, very naturally and very comfortably said, you know, it's about helping them tap into and take ownership of their power to actually make this particular change.

Paul: I'm curious about what empowerment means in motivational interviewing

So, I guess I'm wondering what your thoughts are and what Amy's thoughts are about how, when this change when, when we. Because I've actually already started to roll this change out in terms of like, talks that I've had already. And I guess I'm wondering what your thoughts are about how you respond to when people are like. And I, and I, I know

that in my experience, oftentimes people with lived experience who are in the role of being peer supports, which is an invaluable and unique, type of service to be able to offer. How can we help people to understand that it's empowering the person to use their strengths and their abilities and their thinking as opposed to that we are empowering them.

Helen Kaplan: I want to hear from Amy.

Amy Shanahan: I have my own feelings.

Helen Kaplan: When you talk about peers and all that. I have a lot of strong feelings. So I'm going to work through them while she talks.

Amy Shanahan: So I think we're making the rules of this game. Show up as we go and you can pass to the, the other, contestants. So I will. Well, I, I actually had a reaction of pause when I heard empowerment and Helen, I won't speak to a person. But that's some of the buzz I heard at this conference where some people were also having these kinds of conversations about. I don't know about that. and I think from a semantic perspective and from the perspective of people using the word loosely. Just like when we say we meet people where they're at, and I always wonder, do we really, And how do we. And what does that look like? So when I've been learning about motivational interviewing, I've been curious about semantics, which is funny because I'm not that geeky about words. Even though the previous guest on our show calls me geeky in other ways. I would just go along and just, yeah, that sounds like a good word. And now I've started to learn about AM M I better when I question the words. So what does that mean? What does it look like is what I care about? And I want to ask people who are learning about MI M, what does it mean to you? What does it look like? What are you

doing when you're empowering people? So that doesn't really answer the question other than to say what I liked about what I learned after I asked that question was, I think, words from Bill at the talk was it. It's really encapsulating the autonomy piece. And we could measure it. And we use the instrument, the Motivational Interviewing Treatment Integrity Scale, which helps us measure those things that we're hearing. Client autonomy, language, or it's up to you. It's your choice. How would you like to go about this? So I was questioning the word empowerment at first, and then when I started to examine it in greater detail, I got more excited as a learner and a trainer of MI that, oh, I could touch it, I could feel it, I could hear it. So that's what I like about it.

Helen Kaplan: Can I ask a follow up question? I know I sound like Paul.

Amy Shanahan: Paul, sure.

Helen Kaplan: I like to mess with him when he asked that. And I say, no, no, thank you.

Amy Shanahan: Me too.

Helen Kaplan: Yeah.

Amy, what was the most negative interpretation of the empowerment concept at conference

so, Amy, I want to know what was the most negative interpretation, from what you heard

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regarding the negative buzz when you were at this conference, listening to people's reactions or getting a feel for it. What's the worst possible thing that could happen around this change that people see on the Horiz?

Amy Shanahan: That's a really great question. I didn't hear a lot of specifics other than this pause of I'm not sure that feels right. I don't like it. So it could be, you know, evocation is that comfortable shoe that I've been wearing for a long time and now I have to put this other one on. It could be semantics. And so I'm just speculating. I did not hear the reasons why some people paused more than others. And I wonder if it has to do with this power over and maybe maybe overuse of the word empowerment from that perspective of I'm going to empower you as this person with the magic wand, helper person that's going to do it. But that's completely speculative and I think a good question not just for an answer, but to invite people to think about how would they interpret it for themselves. What does this mean? What does it look like? What would you do to empower someone? Almost like we're. We do have that magic wand and what are we going to do with it? so I'm not really sure.

Helen Kaplan: Yeah. Clients are often looking and at least in my practice it's not uncommon. And Paul knows this from working as a trainer with my team. Clients are sometimes looking for that that answer and for us to come with a, ah, song and dance routine. And clinicians who enter the field, green clinicians are often under the impression that their job is to empower others.

Helen Kaplan: Without further training and helping a client or clinician to understand that the client really is the change agent. You're a facilitator, you're a companion on the road. But they're the ones really doing that. Growth and transformation and empowerment. it can be, it could be a, opportunity and the empowerment concept, if it

isn't worked on with new clinicians, it could be definitely a point that gets misunderstood. And so this will be a lot of PowerPoint slides for Paul. And you know what I mean, like you could just do a whole day. Yeah.

Paul Warren: On this concept actually it won't be a whole lot of change for me. And I'll tell you why. I don't know when this happened. I don't know how long ago this happened. But for me, I. For a number of years now, and I wish I could kind of pinpoint when I made this kind of switch because a couple of years ago when I would train on the Spirit and I would train about evocation, I would talk about drawing out from the person their best ideas, their solutions. And I think that's still true. What that turned into for me though was empowering the person to exercise their autonomy. That that's really what we can do when we're doing the E. Part of the Spirit is we're creating the opportunity for this person to say, yes, I want to. No, I don't want to. This is the direction that I want to go in. So for a number of years now, I've. I've often thought of the evocation, the Ian spirit as autonomy support. And to me, that's the ultimate empowerment when you let somebody exercise their autonomy. So, I've actually, you know, I've talked about that for a while now, and I'm glad that they actually changed the word to empowerment. I do still have that concern that the worker kind of sees themselves as the agent of empowerment. And the. The switch that I try to help people to consider is that you're the agent of creating the opportunity for the person to exercise their autonomy. Sort of like when I say to somebody, is it okay if I ask you a question that's an opportunity to exercise your autonomy? You can say no or you can say yes for sure.

Helen Kaplan: And I think, like, to explore the dark side of being a person who empowers will be critical as this rolls out, to recognize, like, what is the dark side of that? How can that be exhausting and lead to burnout? So, like, there, nice part of it

where you're like, hey, I'm empowering people. And then the dark side where you're like, I can't continue to do this. This is because you see that a lot where people are like, I care too much. I'm too

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Helen Kaplan: caught up in empowering everyone. I'm exhausted. You know.

Amy Shanahan: You know, in listening to both of you talk about that very thing, it's a conversation we're having whether the word changed from evocation to empowerment anyway, around the belief that the person has it within them. So the notion or the spirit of evocation is not, leaving motivational. interviewing. I think Bill indicated, Bill Miller indicated that it was a little redundant because we use it in the four processes, which we'll talk about as well, and just in general about eliciting from the person, from this concept that it's within them. So I think they're really good points, and I don't think they're gonna. This notion of people thinking it's their responsibility to fix change or empower people is going to go away.

Paul Warren: No.

Amy Shanahan: In our field, anytime soon. And that would be great because people would stay a little bit longer and perhaps not burn out when they know, that they're a guide and like you said, on the road and with them on this journey together, that they don't have a responsibility to fix them or to empower them. And it's really about helping them realize that they have the ability, that they have strengths, and we're going to draw that out. And if there's a gap there, we would ask permission, like Paul does, so eloquently, before we give that. and that's part of that partnership piece.

Part of motivational interviewing is believing that the person has what they need

Paul Warren: You know, I'm glad you added that, Amy, because it made me think of something that came up during this recent training that I got to do with Dr. Miller and Dr. Moyers, Dr. Terry Moyers. And it was about this idea that part of the essence of motivational interviewing is believing that the person has what they need. And we're drawing that out from them. And one of the things that. That I think that they very realistically acknowledged, because I think a participant in the training said, like, well, you know, I'm sitting across from this person, and I've just taken their history, and I know they. They don't have some of the things they need. And. And they very eloquently pointed out that, yes, of course, the person may not have everything they need at their disposal in that moment, and they have resources that they can draw on, and potentially use those resources to get the other things that they need. And I think that distinction is important because some people express the difficulty sitting across from a person who's in a very painful, troubled place and kind of seeing that person is having everything that they need within them. So they. They were able to really tease that out, to make, a clear distinction about what having what you need in you really means.

Helen Kaplan: You know what this reminds me of, Paul? Speaking of Yellow Brick Road, what? It's Dorothy and the slippers, those ruby slippers, they are something external that she gets. It's not like the ruby slippers lived inside of her. she had many things inside of her that helped her and allowed her to transform and get through that harrowing experience. But she did need those ruby slippers ultimately to get home. And so, in a sense, we always need things that we don't necessarily come through the door, both as practitioners and as clients that we don't necessarily enter the room with initially. But that doesn't mean that it doesn't. It's. We. It's like looking at a fixer upper

kind of house. You say the bones are good. There's a lot of potential. We're gonna have to add some stuff to make it habitable.

Paul Warren: And maybe recovery is the journey that the person goes through, like the journey that Dorothy went through in order to be able to Use the slippers, that even though they're external, she couldn't use them right away. She had to go through a journey in order to use them.

Helen Kaplan: Right. And if somebody had just wandered to Dorothy right from the get go and said, hey, I got some slippers for you. Just forget about, you know, come on, come on over here or the tree or I don't know, whatever some random weird entity along the way tried to sell her those shoes, give her those shoes. She wouldn't have been open to it. But yes,

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Helen Kaplan: I mean, ultimately it, it had to come. And it still, it's still Matt. It's still helpful. It's a. Still helpful. I don't know, I'm rambling, but it's. I think just because the person doesn't come, with all the pieces in place doesn't mean we can't work with whatever little there is because that little spark is what's going to move it forward.

Amy Shanahan: I think it speaks to the importance of the partnership. We can't forget that we are a partner in this relationship. And it's a really nice analogy. I never thought about the ruby slippers. Gosh, I don't know why. What, what a great analogy to use for a podcast on motivational interview.

Paul Warren: Well, that's why Helen is here, Amy.

Amy Shanahan: I know, I know, I love it.

Helen Kaplan: Tigers and Bears. Oh my.

Paul Warren: Am I, am I?

Helen Kaplan: Yeah.

Amy Shanahan: So. But it's even a good, it's a good. I was thinking of an analogy to the extrinsic motivation that people, people can move and make a change because of. So the ruby slippers can be extrinsic in that way as well. We as helpers can help them explore how does this work for them, how do they want to go about it? What do these slippers mean to you? Right. Because if we asked her in the beginning, would she try them on, Wear them especially? Gosh, she walked a long way down the yellow brick road. They must have hurt her feet. So. And we gave her an opportunity to figure it out.

Paul Warren: And you know, perhaps this is stretching the metaphor way too far, but you know, it's radio, so why not? it is, you know, if you think about it, she gets the slippers through a very traumatic event. And you know, I'd never quite thought of it that way before, but based on what Helen said, you know, she, and I'm blaming Helen, she gets them. She gets them in a very traumatic way and they become the part of her. Well, and they also become the resource which brings her home Correct.

Helen Kaplan: Like that research done by actually a woman who presented in Buffalo that book. Strong in the broken places. Right. So that which has caused a fracture is often the source of our change is often the source of how we forge forward that fissure.

Paul Warren: Yeah.

Amy Shanahan: I think we have to have a whole episode on the ruby slippers, for sure.

Paul Warren: Okay.

Amy Shanahan: It's opening, opening the door to so many different metaphors around those ruby slippers.

Paul Warren: Well, if that is the case, of course, one of our special guests, if Helen is willing to come back. We have to invite Helen to come back for that episode of, Shoes.

Amy Shanahan: Yeah.

Helen Kaplan: If it's about.

Amy Shanahan: Agree.

There's one additional change that I'm thinking of specifically, Helen

Paul Warren: So there's, there's really only one additional change that, that I'm certainly aware of. Amy. You may be aware more. but there's one additional change that I'm thinking of specifically. Actually, I think there are two, but I was thinking of the affirmations one. But would you, would you prefer to go with the other one first, Amy?

Amy Shanahan: No, I think we should slide right into affirmations. I was, thinking of that

one and I, I believe there's one more. Just a, some, maybe a semantic thing.

Paul Warren: Yes.

Amy Shanahan: And that one will be easier to perhaps just mention.

Paul Warren: Yes.

Amy Shanahan: And then, I'm really hung up on this. Simple versus complex affirmation.

Paul Warren: Yes. So that's the change, Helen.

Please describe for the audience the difference between simple and complex affirmation

Amy Shanahan: So here's the test. Contestant number one, Helen.

Paul Warren: Contestant number only, Helen.

Helen Kaplan: Competing with myself. Yeah.

Amy Shanahan: Please describe for the audience the difference between simple and complex affirmation and give us an example in a sentence.

Paul Warren: Walking backward.

Helen Kaplan: Okay, so what? So can you. I want to hear an example. Paul, help me understand exactly what this would look like in real time.

Paul Warren: Well understood. And that's what we're all trying to figure out as well. and, and I did have the opportunity recently of hearing Bill and Terry touch on this yet again, because Amy and I heard Bill in, Chicago talk about this. And just as a setup is, you know that there's of course simple and complex reflections.

Paul Warren: And affirmations, if you think about it, are really kinds of reflections. They're reflections that focus on a particular strength or effort

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Paul Warren: that somebody is making or an intrinsic strength that they have. So, so Bill, in some of his thinking and writing about this, and then conversations with, Dr. Rolnick and Dr. Moyers and probably many other people, they're really suggesting this idea that there are simple affirmations and then there are complex affirmations. So simple affirmations. And again, this is my understanding of the definition. Amy, jump in Save me at any moment, is that they speak to more surface, effort driven things. Effort in the moment, things that people are doing or efforts that they're making in the moment. Complex affirmations are more about intrinsic characteristics or qualities that the person has that are inherent or innate strengths that can be leveraged in their process of change or growth.

Amy Shanahan: I can add to some of it because I was really curious about, oh, what does this mean? And what I thought is not what a simple affirmation I thought they were bringing about. It's okay for cheerleading. That's what I thought a simple reflection

was going to be.

Paul Warren: A simple affirmation.

Amy Shanahan: affirmation, Sorry. Simple affirmation. Good job. That's awesome. Fabulous. And encouragement and reinforcement is part of simple affirmation. A, reinforcement could be. And I'm taking this out of Denise Ernst and Jen Manuel's book on deliberate practice of motivational interviewing, where they describe a reinforcement could be, hey, good job on getting your homework done. Keep that work up. So you're adding the specificity to it. encouraging. Could be you did this or you can do this. Right? And then they also offered appreciation as part of their example of a simple affirmation. I really appreciate, Helen, that you took the time out to join us on this podcast where you're now a contestant on a talk show host being tested. Though, I appreciate you coming here and spending this time, talking to us about the changes in MI M. So this, because I was hung up on this, what does that mean? How am I going to listen for the difference? Someone offered a, you did it. And I thought that was a really good affirmation. And I think that that would fall in the category of simple and complex, as Paul eloquently shared, is that it's really specific about their strength and ability and goes deeper, in that way. So I trust that when I code or listen for people's work and give feedback that I'm going to be splitting hairs about these. I just know it. So that's just some of the things that I took away from the Deliberate Practice and Motivational Interviewing book. I was eager to hear examples of the difference.

Helen Kaplan: so it's like what's on the surface, what you can see, what's very obvious. Like simpletons could see it. No, I'm joking. Simple and then complexes. What's not visible, what's not tangible, but you hear it, the between the lines kind of deeper. yeah. Was anybody mad about this change or found it offensive? I mean, people Hate change

anyways. But it was anybody negative reaction.

Amy Shanahan: I haven't heard, heard anything. I know it made me stop and think. I was very curious about what it was going to look like. and now I'm curious about how I'm going to delineate. Because the simple reflection examples that Denise, and Jen offer in their book, I would have identified as an affirmation out of the gate, no matter what, and didn't have to worry about simple versus complex. I think I worry about being a practitioner or practitioners worrying that they're not doing good enough because simple versus complex. And complex seems like it's harder, not necessarily intentionally meant to be that way.

Paul Warren: You know, I was really thinking about it from the utility behind making this distinction, because I understand the utility of making the distinction from a simple and a complex reflection. And, I kind of applied that in terms of why

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Paul Warren: they would feel the need, because all of it could all be under the umbrella of just affirmations. But to distinguish between a simple affirmation and a complex affirmation, to me the utility of it is similar to the utility of the distinction between a simple and a complex reflection. And that is that a complex reflection more meaningfully and more deeply communicates to the person your. Your accurate understanding of where they are in that particular moment. And I think that the complex affirmation more deeply reflects back to the person this essential or intrinsic element that no matter what has happened to them, can't be destroyed or can't be removed because it's just part of who they are. And I, And I think what they're saying is, is that there's, there's a greater impact in being able to offer that kind of reflection to

somebody, that kind of affirmation to somebody, as opposed to just what's on the surface. Both are, both have their function, both are necessary, but one is going to have a deeper, more engaging impact.

Simple versus complex affirmations meet a deeper human need, Helen says

It's like. It's like really being seen for who you really are. That's my take on it.

Helen Kaplan: Attunement. It's like real, real intensified attunement. And then it links also to this new word that they're throwing in, the growth word. Right. So then, you know, if we can really get to the deeper motivations, strengths. Yep, good stuff. Then we'll see, greater growth.

Paul Warren: Yeah. And I love how you're connecting that to attunement, Helen, because to me that's something practical that providers can work to increase. And there are tremendous benefits in being more, acutely attuned to somebody. Yeah.

Amy Shanahan: I think the more and more I hear the statements, affirmations, simple versus complex examples will help me more and more solidify that. Because the way you both have conversed about it and articulated that it just has a deeper meaning to it or movement around it. Because when you hear, well, I appreciate that you came in today, or you can do this, you got this right. Those are really encouraging words. but when you consider a more complex affirmation and I'm digging back into the deliberate practice book, talking about their character and strengths and abilities like you have perseverance, you're not giving up on this. Right. So it's another example they have is

being a person of your word is really important to you. You've followed through. Right. So more like building up the self efficacy that they like. To us, you know, as we know, reflections and statements are mirrors of what the person is saying and doing and being. And I would imagine that those deeper of affirmations, may build those foundations for the person to hear their own strengths and hear their own abilities from an efficacious way for them than it is to just say, hey, I'm glad you came in today, or hey, you made it in today, or which are nice things to hear, you know, hey, great job that you, you want. You got through the homework and you had a busy week this week. It even feels surface now that I'm hearing them. So more to come as we listen.

Paul Warren: In and practice simple and, and complex reflections as well as complex affirmations meet a deeper human need, which is that need to be seen for who you really are and to be understood for where you are at a given moment.

Amy Shanahan: Yeah.

Paul Warren: So, so I get, I get the distinction. I think it's. I think, I think it's great that we're talking about it and I hope that more people will talk about it so that, that they'll be able to own it for themselves. and you know, I know that's a, that's a process, just like it's a process for me or any of us. So I just hope that people will, will do that.

Helen Kaplan: It'll help people work on the being part versus The doing part. Because the complex

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Helen Kaplan: affirmation will require increased skills on mindfulness.

Helen Kaplan: Both in the what's going on in the session, but also what's happening for you internally. So the part will get emphasized.

Amy Shanahan: That's. I think that we should offer that quote up to Miller and Rolnick. And maybe there's time to put it in the book.

Paul Warren: And what would that quote be exactly? And, and Helen, of course, will get the attribution for it. So what would the, what would the quote be?

Amy Shanahan: Go ahead, Ellen. Helen, But I think it, I think it was about, let me paraphrase it, that simple versus complex affirmations help discern the difference between doing simple versus being. Am I? Because it takes a deeper listening and being with the person to understand where they're coming from. Maybe at that time in the session and over time, if you're working with someone for the longer haul. Did I get that right, Helen? Would you say it a little bit better for the book?

Helen Kaplan: I think you said it even better. And it just makes me think of the people that I help, the clinicians who are learning it, and how the newer people that are nervous get caught up in the technique.

Amy Shanahan: Yes.

Helen Kaplan: Like, which, which strategy should I use today to make this person better? You know, but this, this conversation we're having about complex affirmations really speaks to just the leaning in trying to just be present and maybe not focusing on getting through tasks as much as just hearing the person in a very deep way and making sure they feel heard.

Paul Warren: Yeah, yeah. being with the person.

Amy Shanahan: Right.

Paul Warren: Yeah.

Amy Shanahan: You know, I don't know, Paul, if you use this. Ah. Or have seen, when we do, we, use the humans of New York.

Paul Warren: Oh, yes, I've seen you use that. Yeah.

Amy Shanahan: And just having parts. So Humans of New York, I think it's.org or.com is a photographer that interviewed folks on the street in New York and tells pieces of their story. And now they have different examples. some people have substance use problems, some people are homeless, some people are veterans, et cetera. Right. so we take an example from humans in New York and invite the participants who are learning about affirmations to explore what's going on in that particular scenario. What. And I love that, Helen, because now I'm thinking about asking them, what is this person doing? Or, you know, what are they doing that tells you this? And, and then what's more important to them? What, what is, what's their strength? What's their value? So we can prompt the questions to actually separate out simple. What would you say to him? Hey, good job. That you're trying to save the community? Good job. Right. Versus, you know, helping people is a really very important thing for you to, you know, help others get better or whatever, have what they need. So I don't know. I'm trying to improvise as I'm talking. And that's not working very well.

Helen Kaplan: But I love that, I love that. That's amazing. I love the use of that.

Photojournalism allows you to see the person, the real person

And that's such a cool way to utilize that really emotionally powerful, photojournalistic.

Amy Shanahan: Yeah.

Helen Kaplan: Phenomenon. And if you ever get a chance, you should follow Susie seniors because when that photographer, he has a, he had a dog named Susie that he adopted as a senior and that started a whole movement and that's a whole thing now where people adopt senior dogs because of the humans of New York.

Amy Shanahan: Guy, I love it.

Helen Kaplan: And his dog Susie.

Amy Shanahan: Well, and, and thank, thank goodness for this wonderful category of work that he has published because you could, the, you could see the person, the real person, a part of the story that you're telling. So there's that quote, it's their quote, it's their face. Typically it's the picture of them or. Yeah. And m. It brings it, I think to life.

Paul Warren: And that's what we're trying to do with motivational interviewing and it's the being part. Seeing that real person in that moment.

Amy Shanahan: Well, I think we can let Helen know that one last thing and then see where we, we go from here. Besides having a episode on the ruby slippers.

Paul Warren: I can see you're very keen on that idea.

Amy Shanahan: I'm very keen on the metaphor and how deep we can go in different aspects of MI that we use the analogies.

The four processes are now going to be referred to as tasks

The last change that we're aware of, I think is the four processes are now going to be referred to as tasks. And interestingly this is my one takeaway, not one, my many takeaways from Bill Miller's wonderful work is during that talk he said you could still call

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it four processes. So he told us that it was changing and it's okay to still call it four processes. So what do you think about that change, Helen?

Helen Kaplan: I don't really care about that change. It just sounds like a word to me. So unless it requires something different from the point of the person who's facilitating that therapeutic conversation, then I guess, like I just, I just don't know how. Like what, what is that, how does that change look in real time? Like what's the, what's the real difference?

Paul Warren: Yeah, I love that you're asking that question, Helen. And you know this is a podcast and sadly it's not visual because I wish you could have seen Helen's face when Amy revealed that big change Helen was. Helen was so non plussed or moved by that big revelation and I can understand it hit me why, Helen, you would not be sort of moved by that earth shattering change reveal, right? Because MI is not new to you and because you get, I think, I mean I know from, from your practice and, and also from the

way you work with your supervisees. I know you get the four processes. You understand those four quote unquote tasks. So to change it from processes to tasks, practically speaking, it doesn't have any, there's no change really. It's, you're still going to be engaging, you're still going to be focusing, you're still going to be evoking and you're still going to be planning. So there is no huge change if you were brand new to motivational interviewing. I would imagine that if you said to somebody, oh, there are four tasks you accomplish when you're doing motivational interviewing might register differently than if you said oh, there are four processes that you engage in. So I wonder if it, if it has to do with it's more of a benefit for someone who's, am I naive as opposed to someone who's more experienced. Because I agree with you 100%. Call it tasks, call it processes, call it, you know, steps on a ladder, call it whatever you want. But I know that the first thing I'm going to be doing is engaging. Then I'm going to work with that person to find a client centered behavioral change goal. Then I'm going to evoke and, and explore ambivalence around that behavioral change goal. And then when there's enough change talk and I have an indication that this person is ready plan, then I'm going to move into planning. So, so I, I, I understand. I wish that we had like an album cover because your face reaction would have been perfect on it for this episode.

Amy Shanahan: Well, it's like, you know, pull peeling back the curtain and Oz, the great and powerful Oz turned around was like, yeah, whatever.

Helen Kaplan: It's a little man. Yes, it's a little guy. Well, I don't know Amy, do you think like there's a major difference in those two? I mean to me it's just a dumbing down of that so that the new people aren't as perplexed maybe by the word process, processes or whatever. Maybe it's just a simpler word. I don't know, like making it less intimidating. I don't know.

Amy Shanahan: I, you know, I, that's a, I don't really, I didn't really give it much thought. I think if I, if I had to look back over my first reaction, I would have maybe, maybe had the same reaction to you, Helen. You know, not jazzed up, didn't think much about it.

A process is a series of actions or steps taken to achieve a particular end

So again, diving into the words and the meanings. And I now think about it as a facilitator of change, of practitioners who are learning MI and being a practitioner of MI M, what does it mean to me? So I looked up the definitions while you were talking. Just simple definitions. A process is a series of actions or steps taken in order to achieve a particular end. So that's an interesting nuance perhaps, in MI M. Because are we really worried about the end? I don't think too much. And yet task is a piece of work to be done or undertaken. Not necessarily. Or another definition is an assigned piece of work often to be finished within a certain time. So I don't know that that helped you right now. It has yet to help me. you know what it does.

Helen Kaplan: So here's how I differentiate

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Helen Kaplan: it, Amy. And I don't know if this is what they intended. When I think of process, the way that you, the definition you read, I think of like a thread and in order or like a fabric or something. There's a seamless thing that has to be. Whereas tasks. You could just do one task.

Helen Kaplan: Not do the rest. And that one or two tasks on it. Those tasks on their own may be all that's needed. You don't necessarily have to get through the whole thing to help a person make change. And I've seen that in conversations where I don't do much of anything and somehow the person leaves and they're like, no, I'm not going to smoke cigarettes anymore. I had that happen once actually, after one of Paul's trainings. I tried to use all the skills I could, but I probably only got through a few of those tasks, maybe one or two. And we just had this profound conversation. So you don't have to do the whole process. You know, all the processes.

Amy Shanahan: That is why this conversation and us inviting you to this conversation has been so valuable to explore and examine from perspectives. Because that was so well said and you've given it some deep thought about, well, what does it really mean? And it's an, I'm taking that with your permission and finding my own paraphrase quote because that's so true that people think that I have to get to the planning, I have to get to this place and being able to offer it up as a task. What's your task? And I learned and articulated well From Paul's mentoring and our conversations together about the intentionality using the four processes. And my intention is to always engage with people. I don't have to worry about focusing. I don't have to worry about the other things right now or at this time. And maybe that's my only role.

Without engagement, you're never going to get to any other tasks

And when we talk about people in the system that would be considered assessors or case managers that maybe don't follow through the whole process with people in their change goals or in their change process, we want to invite them that your task is to engage people. So I'm starting to actually want to think about this even more.

Paul Warren: And you know, along those lines, you've really inspired me to think that without the engagement, which is quote unquote the first task, you're never going to get to any of the other ones. So. And as Bill has often said, and I've heard him and many other people say, if you don't put the time in for the engagement, the being with the person, you won't, you won't be able to find, a behavioral change goal. You won't be able to focus and then you won't be. Because you don't have the engagement, you won't be able to evoke. So thinking of it is like this is the primary task and then depending on what else is going on, you either move to the next one or the next one. But the primary task, especially with motivational interviewing, because without the engagement and of course that's guided by the spirit, so without that there's no, there's nothing to go forward with.

Helen Kaplan: Reach, Paul Preach.

Amy Shanahan: You got the mic. Where's the podium?

Paul Warren: Well, I am sitting so well, I.

Amy Shanahan: Was just thinking, I, I put together a, ah, practice of MI worksheet that people could use when they're watching their colleagues or listening to their own recording. You know, just not a verified coding instrument, but just think about what you're hearing. And I put the four tasks in and asked people to circle. What task was the main, main. What was the main task of this interaction? And it's now I'm starting to think about that. Will it work as, there's times in trainings where we're talking with people about engaging in a conversation and we have assessors that, that's their primary role is to assess people. they don't worry about the other four processes or case managers that don't worry about the change goal because they're helping them find resources in

the community. So their task primarily is to engage maybe a little bit of focusing depending on what they're. So, so there might be some utility in the use of the word for. I don't want to say compartmentalizing but to address specific needs of the role of the person that's helping the. Because we don't work with only a person by ourselves. There's a team of people around us that are part of the tasks and.

Helen Kaplan: You can train in keeping with what you're saying. Once you know the strengths of the people who are

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Helen Kaplan: learning MI and some of the deficits, you can start to break down maybe in a more operationalized way what you're going to focus on. Like, you know, I see these strengths around these tasks. You've really got these tests down. This one's a little harder these tasks, you know, so you can really break it down maybe more specifically. Although to be fair, I think you could do that with processes to. But I do think the word task is just an easier concept to swallow.

Paul Warren: M You know, it made me think too that I'm in a different mindset. If you tell me my task is to ask and get ANSWERS for these 25 questions or if you tell me my task is to engage the person in a conversation and start to build a relationship with them. I mean that, that changes the way that I'm thinking about what I'm doing.

Amy Shanahan: And it's really subtle and maybe. Well let's, we'll have to figure it out when we start to train and coach people this way. Now that you know what the change goal is, the focus that the person has. What, what's your next task? What's your next versus worrying about. I don't know. It's just a word. You're right. And I don't know, it's

got me thinking now.

Helen Kaplan: I love the word now. You know, I didn't care at the beginning. You know, I'm with that face. But I've decided now after our discussion that I hate the word process, the word task and I'm ready to throw the word processes or whatever that word was in the garbage. Now I'm serious. And not being said, I actually have come. I've decided like I'm done with that other word and I think I will remember. I, I have a hard time remembering the four processes. I know them in my heart but yes, but I think I could actually remember tasks.

Helen Kaplan: Oh, that sounds bizarre. But like I think it's actually going to stick better in this new format.

Paul Warren: And I think that's partly the Goal in these semantic changes is for.

Amy Shanahan: A.

Paul Warren: M more adhesive kind of, absorption and accessibility. Because like if you say to somebody who doesn't know anything about motivation, there are four tasks that you focus on as you do this work, which is very different than if you say there are four processes that you engage. And again, I've said it for years now and people get it and they know what it means, but there's, there's a greater accessibility.

Amy Shanahan: Right. You don't have to think too hard. I, I think about my evolution in learning MI M and I think because I train it, I remember PACE better. But I used to think what P is C is compact. No, I don't know which what is what, but I'd remember them intuitively like you said, Helen. And I remember the principles. there were principles of

mi, there were five and I was trying to remember those and what does it mean? And I think that when we break down the spirit, we could see it, we could touch it, we could identify it when we're experiencing it and doing it. Yeah. When we're using the skills, we obviously can count the skills. And now we have a direction with tasks that we know what we're supposed to be doing because the person doesn't know where they want to go yet. So we know we're. Our only task right now is to engage them and help them feel comfortable and safe in our conversation.

Paul Warren: Yep.

Helen Kaplan: And you can celebrate that with the person learning.

Amy Shanahan: Indeed.

Helen Kaplan: You really learned that task. You really got it. It's intuitive. It's come. It's just so natural for you now. Awesome.

Helen: Bill Miller talked about rolling with resistance in his book

All right, next one.

Amy Shanahan: Right, Right.

Paul Warren: Focusing. Yeah, yeah, yeah. You know, this may be a fitting way to sort of draw the curtain closed on this particular episode. And it's funny because I feel like I had a little bit of an insight into and this is very perhaps idiosyncratic and personal, but I

feel like I had a little bit of an insight into Dr. Miller when he was sharing these changes with us in Chicago. And, and again, Helen, I can't thank you enough to have had the opportunity to engage in this conversation with you about them because it's really expanded my, my thinking and, and my curiosity about how these are, are going to like play out once that book is published and available. Bill said, he was talking about that phrase that was in, I think the second edition. And Amy, you made me think of it when you were talking about the five principles, which I think one of those principles was rolling with resistance.

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Amy Shanahan: Yes. It was.

Paul Warren: And Bill, in his. In his charming sort of way, said, oh, you know, it was really hard for me to let that one go.

Amy Shanahan: Me too.

Paul Warren: Because. Well, and everybody else on the planet. But he said. And again, And I think this is why these changes that they're making now are so powerful, even if they are semantic, because he said that, you know, rolling with resistance was so hard for me to let go, because I love alliteration and I love the fact that it was like rolling, like raw neck.

Amy Shanahan: Oh.

Paul Warren: And. And. And to have that kind of insight into kind of what motivated him

to make some of the language choices that he did. Yeah, that made sense to him. That felt kind of nice and cozy to him. But he wasn't afraid to let it go when there was a new direction that was being presented by what was going on. So I took that as. As a real opportunity to think about how I can't get too comfortable with what I may think is best for this particular person that I'm providing services to or sitting across from, because they may have a whole other take on that, and I need to be able to let go of that in order to meet them where they are. And I feel like, you know, Bill and Steve are demonstrating letting go of what was familiar and what made sense to them in service of trying to give motivational interviewing to people in a much more accessible, broad way.

Amy: Helen, thank you for sharing your thoughts on motivational interviewing

Amy Shanahan: You know, I want to share a conversation that I had with Bill as I got paired up with him in a workshop. And I looked at him and I said, thank God we're not practicing reflections. I remember when I saw somebody in a workshop sitting next to him, and it was time to. I think it was Steve Berg Smith, who does the snapping and the kinesthetic learnings. That someone leaned over and said, oh, my God, I gotta pair up with Bill Miller to practice reflections. But we were talking about the. This notion of how do we feel as part of the MI community? What was it like learning mi? What was it like, becoming part of the motivational interviewing network of trainers. and we had to debrief that with each other after we reflected on some of these questions. So I. I turned to Bill and said, I'm just really curious about how do you. What do you think about all this stuff where I feel like, this is your baby. Are we doing okay with your baby? Right. And we were talking about this analogy of marriage and wedding. So I brought in the

family thing, the baby thing, and he said, no, I mean, instantaneously. He didn't even Pause. I don't think of it as I own this thing. And then he. I think he paused for some time because he's very pensive and thoughtful. And he mentioned that it's like he's the grandfather watching the family grow and watching the family make sense of things for themselves. And I would think that he would relish in the fact that we're sitting here together talking about his edits to his book, reacting one way or another about whether it makes sense. I think he'd appreciate that. Where prior to my conversation with him, I'd be like, I hope he's not listening. Because we're, like, judging his book before it's even published. Which, by the way, for listeners, is coming out in 2023. We understand it's in the final editorial process.

Helen Kaplan: Be really interesting to see what the community at large's reactions is and whether any of what we've talked about today comes up in some of the smaller discussions or articles and other things that get written. It'll be interesting to see what other humans feel.

Amy Shanahan: Yeah.

Helen Kaplan: In response. But I. I hope it's a positive response overall, because, as we know, MI is amazing stuff, and I hope that everyone can see the positive intent, clearly. The positive intent with which it was written, for sure.

Amy Shanahan: It's been such a pleasure, Helen. Lovely meeting you. Lovely having this conversation. It really, helped me articulate certain things that I was wondering, and I had similar reactions to you in some instances. And just a rich conversation about what we're doing together. Learning and practicing motivational interviewing.

Helen Kaplan: M. Thank you so much, Amy. It's been a pleasure to be here with you guys. I've learned so much just listening to you. Thank you for letting me know

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Helen Kaplan: some of these changes and also just talking about your understanding of mi. You guys are both really interesting to listen to.

Paul Warren: Thanks for being here, Helen. It's really a pleasure. And I really value our. Our collaboration and our, collegial partnership.

Helen Kaplan: Me too.

Paul Warren: All right, so we hope to hear your thoughts, the listeners, if there are listeners. I. Hopefully there are listeners. so if you have any thoughts about any of these changes or, any of our conversation, please use, the email and send us your thoughts. who knows, you, too, could potentially be a guest on, Lions and Tigers and Bears. Am I.

Amy Shanahan: Oh, my.

Paul Warren: It's Emma.

Amy Shanahan: Holy moly. We could change the words to the song.

Paul Warren: That's all we could.

Amy Shanahan: We could. So.

Paul Warren: All right, well, hopefully we'll see each other all again soon.

Amy Shanahan: Bye.

Paul Warren: Bye. Bye.

Thanks for listening to episode 18 of Lions and Tigers and Bears MI. Stay tuned for more episodes in the near future.

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