



Motivational Interviewing Skills for ADHD

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GOALS OF PRESENTATION

1. Understand how ADHD interferes with motivation, follow-through, and treatment engagement.
2. Learn about the internal/psychological change process that precedes behavioral change and formation of new habits.
3. Become familiar with provider techniques that can support clients with ADHD to feel more open to change targets, begin taking steps, and demonstrate consistency with new behaviors.
4. Understand how to address barriers to treatment engagement in individuals with ADHD and parents of youth with ADHD.



HOW DOES ADHD UNDERMINE
MOTIVATION?

BOTTOM-UP PROCESS: ALTERED REWARDS PROCESSING

- Nature of dopamine response to rewards
- Strength of communication between rewards centers (i.e., striatum) and areas of brain that promote action
- Anticipatory dopamine response when you think a reward is coming can be too high or too low
- Natural rewards in environment can be insufficiently powerful to motivate adaptive behaviors
- People with ADHD may perform best in highly rewarding or highly stimulating environments
- People with ADHD may struggle in less rewarding or less stimulating environments



TOP DOWN: EXECUTIVE FUNCTIONING DEFICITS

- Altered processing in prefrontal Cortex
- Top-down functions allow us to control our own behavior:
 - Working memory-holding relevant information in your head during a task
 - Attention regulation- ability to selectively attend and sustain attention to key stimuli
 - Response inhibition- ability to stop yourself from problematic behaviors/responses
 - Cognitive flexibility- ability to switch strategies as needed when working on a task
- Results in:
 - Difficulty following through on intentions
 - Fighting your brain: low motivation and also weaker capacity to self-motivate

HOW DO MOTIVATION PROBLEMS INTERFERE WITH TREATMENT?

- Access:
 - Less interest in pursuing treatment to begin with
 - Lower follow-through or effort at pursuing services, even if interested
- Engagement
 - Attendance problems
 - Trouble focusing in session
 - Low effort in treatment activities
 - May not complete therapy homework
 - Challenges following through on personal goals
 - Parents with ADHD may struggle to create structure for child with ADHD
 - Premature discontinuation of treatment

TARGET BEHAVIORS

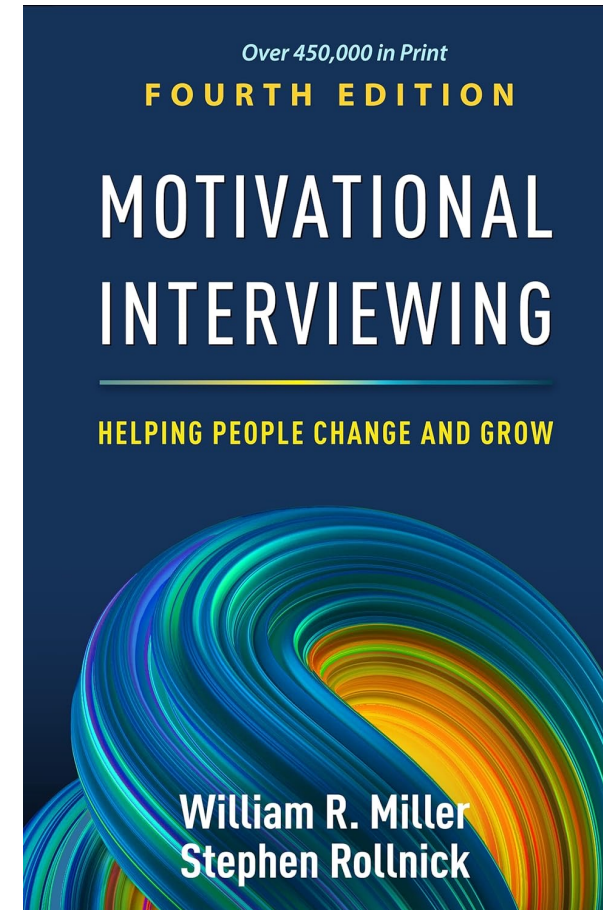
- Common Behavioral Targets of ADHD Treatment
 - Medication compliance
 - Academic habits
 - Organization, time management, planning behaviors
 - Relationship behaviors (parents, friends, romantic partners, classmates)
 - Productivity and procrastination (chores, vocational, educational, extracurricular)
 - Inhibiting maladaptive behaviors (emotional reactivity, overindulgence in leisure activities/digital media and video games)
 - Healthy lifestyle behaviors: sleep, diet, exercise, screen time, behavioral activation

MI & ADHD

- Can deliver your typical interventions using an MI style "blended MI"
- Targets:
 - Initial openness/desire
 - Commitment to behavior change
 - Follow-through on intentions/sustainment of changes
- Key considerations for MI blended models
 - Introduce content in a way that preserves client autonomy and choice
 - Eliminate provider's expert role (embrace collaboration)
 - Constantly discussing commitment to target behaviors that occur outside of session
 - Reasons for commitment
 - Reflecting on benefits of success
 - Gaining wisdom from setbacks

WHAT IS MOTIVATIONAL INTERVIEWING?

- **Conversations about Change**
- Evidence-based form of counseling
- 15 minutes of Motivational Interviewing between counselors and clients can lead to important client changes.
- Can be used with a range of patient populations



CHANGE PROCESS

Openness-----Commitment-----Follow-Through



Ambivalence



AMBIVALENCE

- Normal Human Experience
- One step closer in the change process
- Uncomfortable place to be
- People may remain ambivalent for years

AMBIVALENCE

- Most individuals with ADHD are **ambivalent** about target behaviors
- “On one hand I really want to pass all of my classes this semester so I can avoid probation. On the other hand, it’s so hard to get myself to do the reading for this class because its so dull and we don’t get tested on a lot of it.”
- “I guess my medication could help but I don’t like the way it feels when I take it.”
- “I love video games. Getting online and connecting with my friends is a part of my day I can actually look forward to. But I know it causes fights with my parents because I don’t get the chores done that they are asking me to do.”



MAKING IT PERSONAL.

- Think of something you've been thinking about changing, but haven't decided whether you are going to do it yet. (You won't have to share).
- **PANIC**
- **RESENTMENT**
- **EAGERNESS**
- **WORRIED**
- **CONTEMPT FOR THERAPIST**
- **RELIEF**



GOAL OF MI

- Empower individuals to resolve ambivalence
- Make changes in support of their goals and values

AMBIVALENCE IN MI

- Clients with ADHD may have different therapy goals:
 - Become ambivalent (for those not interested in treatment/change)
 - Resolve ambivalence (for those who possess ambivalence)
- Path into ambivalence
 - Discovery of your personal values and goals
 - Awareness that current behavior mismatches values and goals
- Path out of ambivalence:
 - Choose a healthy direction “tip the balance”
 - Follow it consistently

CHANGE TALK VS. SUSTAIN TALK

- Ambivalent individuals move between change talk and sustain talk
- Change Talk: Any speech that moves toward a particular change goal
- Sustain Talk: Any speech that favors status quo rather than movement toward a change goal
- Goal of MI:
 - Increase Client Change Talk
 - Decrease Client Sustain Talk
- Change talk must come from the client, not the counselor!

EXAMPLES OF CHANGE TALK

- “I should really start my homework by 6:00.”
- “I am so much less stressed when I get my daughter to bed on time.”
- “When I write down my homework, then I know what I have to do when I get home.”
- “There is no one else to create structure for him if I don’t do it.”
- “My career is important to me.”
- “I think I can start getting to the bus stop 15 minutes earlier.”

EXAMPLES OF SUSTAIN TALK

- “I deserve to play video games after school, I’ve been sitting in a class for eight hours”
- “My boss is the problem. I’m going to quit this job too.”
- “I don’t have any problems that need this therapy.”
- “Even when I try to do better, I still fail.”
- “I just don’t like structure. I’d rather go with the flow.”

TYPES OF CHANGE TALK

- DARN CATS
- D= Desire: “Maybe I should try to get better grades” (student)
- A= Ability: “I could probably stick to my rules with him better if I tried” (parent)
- R= Reason: “I’d probably do more homework if I went to the library” (student)
- N= Need: “I can’t keep going on like this.”
- C= Commitment: “I think I’ll stop playing video games during the week” (adult)
- A= Action: “I’m ready to clean up my dorm room this weekend” (college student)
- TS= Taking Steps: “I decided not to go to the bar on Friday and instead spent time with my family” (adult)



DRUMMING FOR CHANGE TALK

- Snap if you hear Preparatory Change Talk (DARN)
- Drum if you hear Mobilizing Change Talk (CATS)
- Do nothing if you hear Sustain Talk.

HOW DO YOU SUPPORT CLIENTS TO MAKE THEIR OWN CHANGES?

- Allow clients to explore their own reasons for change
 - Guiding vs Directing
 - Tapping vs Pulling
 - Consulting vs Instructing
 - Eliciting vs Imparting
- Nurture hope and confidence
- Amplify the discrepancy between present behavior and the client's goals
- Believe the client has the ability to change
- Accept the client– disarm them against being defensive
- Respect the client's freedom to choose



SPIRIT OF MI

- Empathic
- Warm and Friendly
- Compassionate
- Collaborative
- Accepting
- Respectful
- Hopeful
- Encourage the client to do most of the talking



SPIRIT: THREE GOALS

- Affirm the client's worth
- Emphasize the client's autonomy
- Seek collaboration with the client in session

AUTONOMY SUPPORT

- Autonomy support statements make clients feel in the driver's seat
 - "Only you can make this choice, you know yourself best"
 - "How you practice these skills at home is really up to you"
 - "You are right. No one can force you try any of this"
 - "What do you think ought to be in the treatment plan?"
 - "The choice is yours which skills you decide to turn into a habit"
 - "I have a suggestion that's worked for other families, but I'm not sure whether you think it will work for you or not."
- **MI Rule: You must make at least one autonomy support statement per session.**



ENGAGEMENT TOOLS

THINKING ABOUT VALUES

- Helps families find their *why*
- Helps parents resolve dilemmas when they know their values
- Can do a values activity worksheet
- Link values to desire to participate in STAND

What's Important to Me?

Getting Teachers to leave me alone

Being Good at Sports

Advancing in my video games

Getting All A's or B's

Favorite Hobby: _____

Parents Leaving Me Alone

Getting Kids to be Nicer to Me

Getting along with parents

More Privacy

Getting Time to do what I want

Music

Driving Privileges

Just Passing the Year

Spending more time with friends

Earning Money

Better internet privileges

Staying out/up Later

Getting into college

Getting into a magnet program

Being able to see my girlfriend or boyfriend

Being chosen for leadership positions at school

Going on a trip with friends

Being able to relax and do nothing more often

Being good at theatre or performing arts

Getting or keeping a job

Making more friends

Going to do more fun activities or outings

Changing Schools

Other: _____

CHANGE CARDS ACTIVITY

Steps to Conducting the Change Card Activity

Step 1: Introduce the change card exercise by asking permission to share some potential areas for change that were mentioned by the family in engagement module 1.

Step 2: One card at a time, offer each potential area for change to the family members, making separate lists for the parent and the teen.

Step 3: Emphasize that only the family members will be able to decide what kinds of changes might be right for them and encourage the family to remove cards from the list if not relevant.

Step 4: Ask family members to add any cards to the list that seem to be missing. Listen for and reflect preparatory change talk about the importance of each potential area for change.

Step 5: Ask family members to consider the relative importance of each change on their personal lists. Encourage the family to use colored markers to highlight whether a change is *priority*, *high priority*, or *urgent*. Each family member should determine the colors for their own list. Link reasons for change to hopes for the future articulated by the family earlier in the session.

Step 6: Listen for preparatory change talk indicating a *need* or sense of urgency for a change. Take the time to ask for elaboration on urgent areas, promoting discussion of where this sense of urgency comes from.

Sample Teen Change Cards

- Develop a positive relationship with teachers
- Earn access to more activities with friends
- Finish homework earlier
- Spend more time studying
- Increase test scores
- Improve study skills
- Manage time better after school
- Make good decisions about how to spend your time
- Feel prepared for tests
- Keep belongings organized
- Learn to shift gears and stop working
- Plan ahead for long-term projects
- Complete more homework assignments
- Become comfortable asking teacher for accommodations
- Turn in schoolwork on time
- Stay on task during homework time
- Learn to ignore distractions
- Develop a system for keeping track of homework
- Write in daily planner during each class
- Start homework without being reminded
- Complete morning routine independently

Sample Parent Change Cards

- Finding more time for yourself
- Create clear structure at home
- Build teen motivation to complete assignments
- Implement consequences more consistently
- Reduce homework helping
- Help him find ways to get started on assignments
- Give him opportunities to prove his independence
- Find out what motivates him
- Allow him to independently prioritize assignments
- Reduce anxiety about adolescent failure
- Give a chance to work independently before helping
- Find ways to hold him accountable for work
- Monitor school work more often
- Find a balance with assistance and independence
- Pay more attention to self-care
- Follow through on delivering rewards
- Organize my own weekly schedule
- Feel more comfortable backing off of school help
- Use privileges to motivate work completion
- Stay calmer when delivering consequences
- Effectively communicate with teachers
- Acknowledge my son's small successes
- Reduce reminders

GOAL SETTING

- Help clients set goals that are meaningful
- Parents set goals too for their parenting!
- Goals may be related to values



STRENGTH-BASED FRAMEWORK

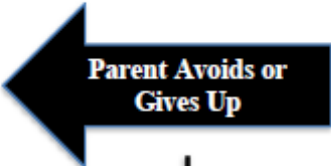


- Notice client strengths every session
- Give positive feedback
- Build self-confidence in clients
- Celebrate small steps in the right direction!

Worksheet Example: Parenting Patterns

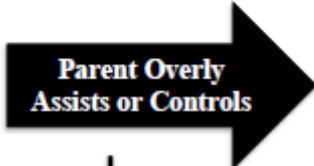
Worksheet 3: Parenting Patterns

When a teen struggles with attention, executive functioning, or motivation problems, a parent often responds in one of two ways.



Teen lacks accountability at home for work completion

The Unconnected Parent
• Becomes disengaged from teen's academics
• Expects adolescent to work independently
• May believe it is pointless to work with the teen
• Sometimes is too busy or tired to pay attention to teen
• Often unaware of adolescent's grades until report card



Teen can become dependent on parent help or reminders to complete work

The Personal Assistant
• Can become overly involved in teen's schoolwork.
• May sit with adolescent during homework time
• Communicates heavily with teachers
• Frequently checks grades online
• May often ground adolescent or remove privileges
• Sometimes does homework for the teen
• Worries that teen will fail without high support

PRESENT EDUCATIONAL MATERIAL NEUTRALLY; NOT PERSONALLY APPLICABLE

MENU-BASED APPROACH

Worksheet 7: STAND MENU

- Choose your own adventure
- Client picks two or three skills and masters those
- Skills may link to goals

Skill Modules
Writing Down Homework Work together to make an action plan for keeping track of what the teen's homework assignments are each night. This module will help with forgetfulness about homework and can empower parents to know what the teen is supposed to be working on.
Making a Homework Plan Work together to set mutual expectations for where, when, and how homework should be completed each night. Set clear limits on the parent's involvement in homework and what activities have to wait until after homework is completed.
Organization Check-Ups Work together to set expectations about how school materials should be stored and organized. Plan regular organization checks and what to do if the teen passes the checks.
Time Management Strategies Learn a strategy to help you get started on work when you dread it because it is hard or boring. Learn how to schedule homework tasks using a method that increases time on task during homework.
Study Skills Learn study skills techniques that are particularly helpful for teens with attention or executive functioning difficulties. Work together to make a study plan for an upcoming test that breaks up studying over several days.
Note Taking Decide on how you might use note taking to improve your attention in class and relationship with your teachers. Work together to make a plan in which the parent provides accountability for taking notes at school.
Problem-Solving Learn decision-making skills that help you slow down and think through challenging situations, carefully choosing a solution. These skills can be helpful when troubleshooting why a skill listed above is not working for the teen.

PROVIDER TOOLS FOR CREATING CHANGE TALK

- **O**pen Ended Question- A question that offers a client a broad choice in how to respond
- **A**ffirmation- Accentuating the positive strengths of the client
- **R**eflection- A statement that mirrors the meaning of the client's speech
- **S**ummaries- A reflection that pulls together multiple statements from the client

OPEN ENDED QUESTIONS

- **For MI, 70% of question must be open-ended**
- Can't be answered with a yes/no.
- Ask questions that elicit change talk:
 - What are your concerns about your grades right now?
 - What have you tried so far?
 - What is it like for you when you are able to get a good grade?
 - What are your goals for after college?
 - What kind of romantic partner do you want to be for your girlfriend?
 - If you were going to try some new coping strategies, which of these options might appeal to you most?
 - What strategies do you think might be most helpful to you and why?
 - What are some new ideas that you might be willing to try?



AFFIRMATIONS

- Affirm, Appreciate, Reinforce
 - Strengths
 - Past successes
 - Future hopes
 - Desires
 - Struggles
 - Efforts to improve
 - Client's character
- Support Self-Esteem
- Avoid using "I"

AFFIRMATIONS

- Empower the client with an affirmation:
 - You work a part-time job and are going to school full-time and you still found time to meet with me today.
 - You are a resilient person and its clear that you never give up.
 - You will do what it takes.
 - You are exhausted at the end of the day, and you still have been putting in that extra study time.
 - You are a really good friend.
 - You have been promoted several times and are clearly valued in the workplace.
 - You will do what is needed to make sure that your children have a better life than you have had.

REFLECTIONS

- Reflections make a guess at what someone means.
 - Its okay to be wrong!
- Voice inflection turns down at end (not a question)
- **MI Rule: Must have 2 reflections for every 1 question (2:1 ratio)**
- Simple reflections
 - Repeat what client said
 - Rephrase client's comments
- Complex reflections
 - Move the conversation forward
 - Guess unspoken meaning
 - Use metaphors
 - Describe feelings
 - Guess what the client may say next
 - Amplify what the client just said to make it stronger
- **MI Rule: Must have 50% complex reflections (vs. simple)**

REFLECTIONS

Reflect more change talk than sustain talk!

Parent: “On one hand I really like these new friends I’ve been hanging out with. They are the kind of people I could never find in high school. On the other hand I haven’t worked out in months because I’ve fallen into a social circle that stays up all night and sleeps all day.”

Simple Reflection: You like your new friends but now you aren’t working out as much.

Complex Reflection: “You aren’t sure if you can spend as much time with these friends”

Complex Reflection: “Working out is something you enjoy and would like to work back into your routine.”

Complex Reflection: “You are concerned about your health because your sleep and exercise routine are really off.”



SUMMARIES

- Each piece of change talk offered by the client is a flower....
 - Pick up the bouquet and give it back to the client at the end of the conversation
- Check to make sure you correctly understand the client's story.
- Follow the summary with a question that mobilizes change.

SUMMARY

- “You came in today because your wife is threatening to separate. You care a lot about your family and want to do whatever you can to rebuild the relationship. She wants you to spend more time with the kids and help out with more of the day-to-day routine around the house, like cleaning, cooking, and doing yardwork. Managing your work life balance has felt overwhelming and you feel like the only thing that helps you recharge is playing video games at night and watching football with friends on the weekend. You also want to find ways to better meet your wife’s requests and think they are fair. You think you are willing to explore some time management strategies with me to see if you can get things back on track. Am I understanding the situation right?”
- Mobilizing question: What is the first thing you’d like to focus on together?



FOLLOW THROUGH

- How you plan/assign actions that occur outside of session
- How you review follow-through on previous actions
 - Successful situations
 - Unsuccessful situations

OUT-OF-SESSION PRACTICE: ASSIGNMENT

- Goal: Promote commitment and action related to consistently practicing therapy-related behaviors and skills in real world contexts
- Four Key Elements:
 - Develop Implementation Intentions
 - Use Imaginal Practice
 - Maximize client Choice
 - Explore Contingencies for Success and Failure

HOME PRACTICE REVIEW

- Goal: To help clients:
 - Internalize the link between positive efforts and goals/values/priorities (successful week)
AND/OR
 - Gain clarity about priorities/goals/values in light of experience (any week)
AND/OR
 - Gain wisdom about what steps are needed to find success next time (unsuccessful week)
- Should be thorough, forward-focused, and positively-framed
- Five core elements:
 - Reinforcing positive steps and intentions
 - Discussing habit formation
 - Reframing failures
 - Step by step review
 - Linking to goals/values/priorities

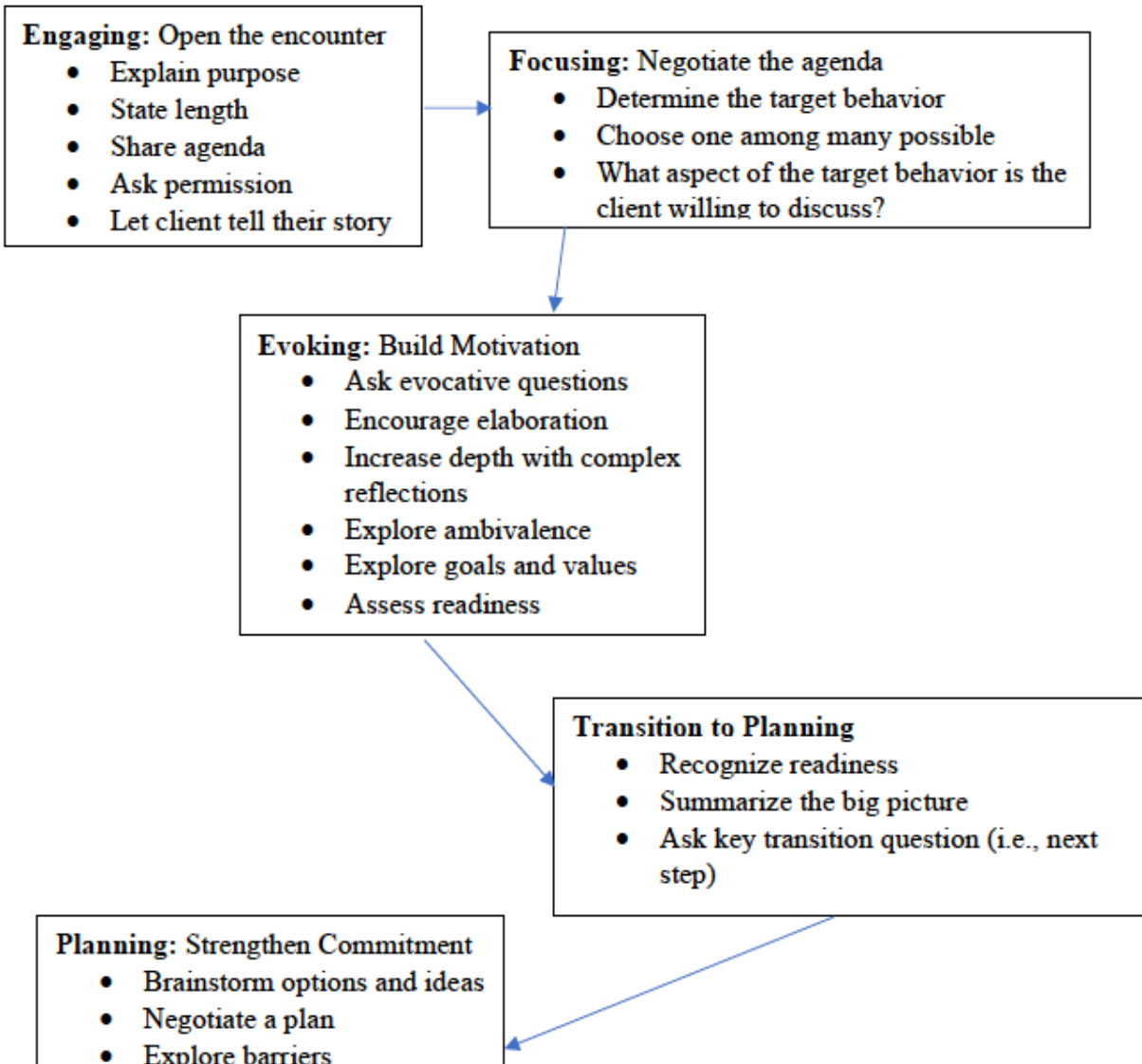
ELICIT-PROVIDE-ELICIT

- Elicit- Provide- Elicit prevents clinicians from using Persuading and Confronting
- When you want to explain something to a client:
 - **ELICIT:**
 - Ask permission from client to explain something
 - Ask what client already knows about topic
 - Ask what experience client already has with a tool or suggestion
 - **PROVIDE**
 - Introduce a skill
 - Introduce a piece of information
 - Share a tip or an opinion
 - **ELICIT**
 - Ask client what they thought about your information
 - Ask client how they think the information could be relevant to them
 - Ask client if the information fits with the way they think about something

ELICIT-PROVIDE-ELICIT: EXAMPLE

- Student: “I know I shouldn’t jump on video games as soon as I get home because I get sucked in, but I’m so tired from being in class all day and I just need some down time.”
- Therapist (**Elicit 1**): I have a potential idea I can share that has worked for other students I’ve worked with, would you like to hear it?
- Parent: Okay.
- Therapist (**Provide**): Some students I’ve worked with in the past decided to do something to relax with a clear end time, like watching a show or movie instead of playing video games. That way its easier to stop yourself and shift to another activity when its time to get back to work.
- Therapist (**Elicit**): What do you think of that idea for your situation?
- Parent: I’m not sure if watching a show is as relaxing as playing video games. But I see your point, and might be willing to try it at least.

MI ROAD MAP





WATCH A VIDEO: ELICITING CHANGE
TALK PRIOR TO TREATMENT

QUESTIONS?

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