Applying Motivational Interviewing Principles with People with Serious Mental Illness (SMI) during Crisis Situations

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Disclaimer

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Overview

- Brief Review Adverse Childhood Experiences (ACEs) Study
- Brief Review Motivational Interviewing Principles
- Use of Arousal Continuum to Crosswalk ACEs, Crisis Response and MI
- Practice of MI in Crisis Situations
Adverse Childhood Experiences (ACEs) Study
Adverse Childhood Experiences

1. Child physical abuse
   - Mentally ill, depressed or suicidal person in the home
   - Loss of a parent to death or abandonment, including abandonment by divorce

   Emotional Neglect

Child sexual abuse
   - Drug addicted or alcoholic family member

   Child emotional abuse

Physical Neglect
   - Witnessing domestic violence against the mother
   - Incarceration of any family member
• Over 17,000 adults studied from 1995-1997
• Almost 2/3 of participants reported at least one ACE
• Over 1/5 reported three or more ACEs, including abuse, neglect, and other types of childhood trauma
• Major links identified between early childhood trauma and long term health outcomes, including increased risk of many chronic illnesses and early death

"Major Findings," Centers for Disease Control and Prevention (CDC)
Adverse Childhood Experiences (ACEs) Affect on Health and Well-being

Adverse Childhood Experiences (ACE) and adolescent health. Retrieved from https://www.cdc.gov/violenceprevention/acestudy/
<table>
<thead>
<tr>
<th>Physical Health Outcomes</th>
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<tbody>
<tr>
<td>Alcohol, tobacco &amp; other drug addiction</td>
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<tr>
<td>Auto-immune disease</td>
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<tr>
<td>Chronic obstructive pulmonary disease &amp; ischemic heart disease</td>
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<tr>
<td>Depression, anxiety &amp; other mental illness</td>
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<tr>
<td>Diabetes</td>
</tr>
<tr>
<td>Multiple divorces</td>
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<tr>
<td>Fetal death</td>
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<tr>
<td>High risk sexual activity, STDs &amp; unintended pregnancy</td>
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<thead>
<tr>
<th>Mental &amp; Behavioral Health Outcomes</th>
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<tbody>
<tr>
<td>Intimate partner violence—perpetration &amp; victimization</td>
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<tr>
<td>Liver disease</td>
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<tr>
<td>Lung cancer</td>
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<tr>
<td>Obesity</td>
</tr>
<tr>
<td>Self-regulation &amp; anger management problems</td>
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<tr>
<td>Skeletal fractures</td>
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<tr>
<td>Suicide attempts</td>
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<tr>
<td>Work problems—including absenteeism, productivity &amp; on-the-job injury</td>
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</table>
Discharge of Trauma

Resilient Nervous System

- easy charge
- sympathetic

- easy discharge
- parasympathetic

Image recreated from Crash Course: A Self-Healing Guide To Auto Accident Trauma & Recovery by Diane Poole Heller, Ph. D.
When trauma is not discharged

Overactivated Nervous System

- Hyperactivity
- Panic
- Rage
- Hypervigilance
- Elation/Mania

Stuck on "ON"

Traumatic Shock

- Depression
- Disconnection
- Deadness
- Exhaustion

Stuck on "OFF"

Image recreated from Crash Course: A Self-Healing Guide To Auto Accident Trauma & Recovery by Diane Poole Heller, Ph. D.
Survival Mode Response

Inability to

• Respond
• Learn
• Process
Understanding our clients in crisis

ACEs + Survival Mode Response + Overactive Nervous System = Limited Functioning during Crisis situation

So what is our role?

Access compassion through Motivational Interviewing Skills
What inhibits Caregivers from being Trauma Responsive?
For treatment and education to be effective for the long haul, professionals will need to maintain active personal self-care--but equally important is the less frequently discussed necessity for schools and service organizations to create effective structures of care for staff.
Caring for the Caregiver
Self Appraisal Bias

‘Most professionals (therapist was the research group) are BLIND to their own state of burn-out, compassion fatigue or vicarious trauma. While they concur that it is problematic, they can’t see it.’

-Michelle Salyer, Purdue University, 2013
Motivational interviewing (MI) is a collaborative conversation style for strengthening a person’s own motivation and commitment to change.

Miller & Rollnick, 2012
The MI Process

Engaging: The relational foundation

Focusing: Guiding client to a target behavior that is important to them

Evoking: Drawing out client’s intrinsic motivation and their own ideas for change

Planning: The bridge to change
Resistance is an indicator of a problem in the relationship between counselor and client. It is a signal that the counselor’s approach is eliciting resistance.

*Resistance ...or discrepancy?*

Exploring discrepancy creates an opportunity for change to occur. It may be the result of a difference in assumptions or values versus actions.
The Spirit of Motivational Interviewing - During Crisis

- **Partnership** - Meet other where they are
- **Autonomy** - Tell other what to expect, give them sense of control
- **Compassion** - Understand the other’s perspective
- **Evocation** - Ask permission

SAMHSA
Substance Abuse and Mental Health Services Administration
MI Modifications for People with SMI

• Incorporate both closed and open questions

• Incorporate and elicit as many communication choices as possible, allowing the client some control over how they prefer to communicate

• Short sentences, simple language, concrete and clear.

• Check for understanding both immediately after presenting information and also after a short time delay.


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<tr>
<th>Skill</th>
<th>Examples</th>
<th>MI modifications for people with SMI during crisis situations</th>
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</table>
| **Open-Ended Inquiry** | • What are you feeling right now?  
• How have you been coping?                                                                                                                                  | Broad questions may be too vague. One question at a time. Avoid “why” questions. Allow extra response time. |
| **Affirmations**   | • You’ve been persistent in finding a solution.  
• Forgiveness is important to you.                                                                                                      | Concrete. Verbal and non-verbal affirmations. Don’t exaggerate. Growth comes from affirmations and recognizing successful experiences. |
| **Reflections**    | • You’re really frustrated with the process.  
• A lot of things have happened and you want to be able to trust again.                                                                | Develops insight. Pause to allow processing. Helps client with organization and structure of language, helps to verbalize feelings. |
| **Summary**        | • Sometimes the stress is too much.  
• It’s been really hard to stay sober and you want your kids back.  
• Where should we go from here?                                                                                                       | Use frequently especially in between topics. Ask client to give summary. |

### Arousal Continuum

Adapted from Dr. Bruce Perry’s *The Boy Who Was Raised as a Dog*

<table>
<thead>
<tr>
<th>Internal State</th>
<th>CALM</th>
<th>ALERT</th>
<th>ALARM</th>
<th>FEAR</th>
<th>TERROR</th>
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<tbody>
<tr>
<td>Cognitive Style</td>
<td>ABSTRACT</td>
<td>CONCRETE</td>
<td>EMOTIONAL</td>
<td>REACTIVE</td>
<td>REFLEXIVE</td>
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<tr>
<td>Regulating Brain Region</td>
<td>NEOCORTEX Cortex</td>
<td>CORTEX Limbic</td>
<td>LIMBIC Midbrain</td>
<td>MIDBRAIN Brainstem</td>
<td>BRAINSTEM Autonomic</td>
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<td>Dissociative Continuum</td>
<td>REST</td>
<td>AVOIDANCE</td>
<td>COMPLIANCE Robotic</td>
<td>DISSOCIATION Fetal Rocking</td>
<td>FAINTING</td>
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<td>Arousal Continuum</td>
<td>REST</td>
<td>VIGILANCE</td>
<td>RESISTANCE Crying</td>
<td>DEFIANCE Tantrums</td>
<td>AGGRESSION</td>
</tr>
<tr>
<td>Sense of Time</td>
<td>EXTENDED FUTURE</td>
<td>DAYS</td>
<td>HOURS</td>
<td>MINUTES</td>
<td>SECONDS</td>
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Case Example

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- 24 year old Male
- Scheduled Outpatient Treatment every other week, inconsistent attendance
- Diagnosis: Anxiety Disorder and Marijuana Dependence
- No family contact
- Couch surfing since lost apartment 2 months ago
- Lost job 3 months ago due to losing temper with customer
- Shows up at clinic demanding to talk to therapist on Wed at 1pm, missed Tues appt
- Girlfriend broke up with him this morning
https://www.integration.samhsa.gov/clinical-practice/trauma#ACE_Trauma_PTSO_Resources

https://www.integration.samhsa.gov/clinical-practice/motivational-interviewing


http://www.motivationalinterviewing.org/sites/default/files/Four%20Fundamental%20Processes%20in%20MI-REV%20with%20definition.pdf

http://www.motivationalinterviewing.org/sites/default/files/Teaching%20the%20Four%20Processes.pdf

Contact Us!

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