

## Appendix D1

### Guide to Motivational Interviewing

What is Motivational Interviewing (MI)?

MI is a collaborative communication technique. Once learned, this technique should help you to increase motivation of your loved one to change their hoarding behaviors. MI promotes a supportive environment, so empathy and patience is important. During the course of the training, you will work to build motivation to change in your loved one.

Components of MI:

1. Collaboration. This means you will work in a partnership with your loved one to change their behaviors. This means accepting that your loved one is an expert on themselves. It is important to respect them and work to create a positive environment in which change can occur. *Avoid:* Giving advice, unless asked.
2. Evocation. This involves you drawing out ideas and solutions from your loved one about their behavior. For example, what would they like to try to get a handle on their behaviors? It is important to consider what your loved one would like first and what their reasons are for changing.
3. Autonomy. This means leaving the decisions up to your loved ones. You cannot force your loved one to change. Instead, we will focus on discussing goals, values, and aspirations.

Why learn this?

MI is an effective way to bring about positive change in an individual. These strategies have been shown to be effective for a variety of behavioral areas. Additionally, it is an easy technique to learn and implement.

What to avoid in MI:

1. Changing all behaviors completely. Rather focus on good communication techniques and enhancing motivation. Change will happen at your loved ones pace.
2. Teaching, persuading, counseling, arguing, or advising. It is essential your loved one make the arguments for change. Try to only give advice is asked!
3. Being overly confrontational or directive.
4. Taking sides. For instance, do not argue with your loved one if they suggest their hoarding is “okay” or “not that bad”. Rather, focus on listening skills and addressing ambivalence (covered in later sessions).

5. Assigning blame. Rather, focus on listening skills and resolving ambivalence. The uncooperativeness should dissipate over time.
6. Prematurely focusing on hoarding behaviors. If there are other critical behaviors or problems to handle, it is important to handle those first, so that both you and your loved one are able to deal with the hoarding problem completely

## Appendix D2

### Rating Samples for MI Spirit

Adapted from: Rosengren, D. B. (2009). *Building motivational interviewing skills*. New York: The Guilford Press. (Exercise 2.2 pages 22-24).

The purpose of this exercise is to review the basics of MI. Here are examples of statements by loved ones with hoarding and example participant responses. Review these exchanges and then decide if the participant's response is consistent with the spirit of MI (thumbs up) or not (thumbs down). Basically, the task is to decide whether the responses are aligned with the techniques of MI. You might want to jot down why you rated each sample as you did. Then look at the discussion for each example at the end of this exercise.

1. *Sarah: I'm just furious that she threw out my stuff.*

*Participant: She was probably embarrassed by the way your house looked.*

Thumbs up \_\_\_\_\_      Thumbs down \_\_\_\_\_

Why?

2. *Arthur: I know dad told you I hoard, but I don't. Just because I don't want to get rid of a few magazines doesn't mean I hoard.*

*Participant: Dad is worrying needlessly. What do you think he's seeing that makes him worry this way?*

Thumbs up \_\_\_\_\_      Thumbs down \_\_\_\_\_

Why?

3. *Tanya: I need to come up with some sort of plan to help me get back on track now. This crisis with the neighborhood council has thrown me for a loop, I can't think of anything else. What do you think I should do?*

*Participant: Well, I have some ideas about what might help, but first let me hear what you've already considered.*

Thumbs up \_\_\_\_\_ Thumbs down \_\_\_\_\_

Why?

4. *Arthur: They told me I should hire an organizer right away. But I don't trust them, so I haven't scheduled it yet.*

*Participant: Why not take the chance? They're experts after all. Let's call from this phone right now—maybe you can get in this week.*

Thumbs up \_\_\_\_\_ Thumbs down \_\_\_\_\_

Why?

5. *Sarah: I've had it with Richard trying to make me feel guilty. Okay, so I bring home too much stuff. I'm ready to end it, and start working on our marriage but I don't think he'll ever let me forget it. Maybe it would be better to separate.*

*Participant: You are the only one who can decide if you can stop the hoarding behavior or not. You are also the only one who can decide whether to stay or leave. I wonder what signs you would need to feel more optimistic about working on things with Richard.*

Thumbs up \_\_\_\_\_ Thumbs down \_\_\_\_\_

Why?

6. *Tanya: The neighborhood council gave me this long list of all the things I need to do in order to clean my home and to be compliant with the codes. It's overwhelming. I just can't do it. But, I'm afraid I'll be kicked out of my home if I don't.*

*Participant: You can do this. You have to.*

Thumbs up \_\_\_\_\_ Thumbs down \_\_\_\_\_

Why?

## Appendix D3

### **Answer Key for Rating Samples for MI Spirit**

1. Thumbs down- this is an instance where evocation and collaboration might take the participant in different directions. The participant might be better served by paying attention to the supportive aspects of collaboration first. More specifically, the participant missed the chance to express empathy.
2. Thumbs up- Again, we see collaboration and evocation present, but this time the participant attends to the relationship issues first. The participant offers a reflection, followed by an open-ended question that encourages exploration in the direction of change. (Reflections and open-ended questions will be addressed later in the module).
3. Thumbs up- The participant avoids the expert role and makes an active attempt to seek collaboration from the client. The participant does not dodge the client's request for advice, but ensures that it will occur in the proper context. This participant will not miss a chance to hear Tanya's ideas about how to improve her situation.
4. Thumbs down- The participant has missed a chance to support the client's autonomy in making a difficult decision fraught with ambivalence. By pushing hard for change, even for compelling reasons, the participant will likely elicit the "Yes, but..." response from this client.
5. Thumbs up- The practitioner has acknowledged Sarah's autonomy in making the decision about her marriage, but has also shifted the conversation toward self-exploration and optimism.
6. Thumbs down- Comfort, encouragement, and support are important therapeutic interventions, but always secondary to the importance of MI spirit. In this case, the participants' response violates the family members's autonomy by indicating that there is no choice. In addition, it fails to recognize that this family member's dilemma itself provides the momentum needed for change.