

Overview of recommended modifications for use with each motivational interviewing technique with people with mild intellectual disability and challenging behavior.

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“The themes discussed in connection with the five motivational interviewing techniques are described and illustrated below. Each motivational interviewing technique will be discussed in terms of its *form, structure and content*. The *form* of each technique describes how a professional should compose language in order to be clearly understood by people with mild intellectual disability and challenging behavior. The *structure* illustrates how the language should be used, as well as how the conversation could be constructed for people with mild intellectual disability and challenging behavior. Finally, the *content* concerns the concerns the results of applying a technique and thus the comprehension by people with mild intellectual disability and challenging behavior. By examining the form, structure, and content of each technique, qualitative insight can be gained in to how professionals could adapt motivational interviewing techniques for use with people with mild intellectual disability and challenging behavior.

In addition to the modifications of the specific motivational interviewing techniques, many of the statements made by the participants concerned certain characteristics of professionals who work with people with mild intellectual disability and challenging behavior. These statements encompassed themes and subthemes that will be discussed in the last part of this section.”

TECHNIQUE	FORM	STRUCTURE	CONTENT
Open-ended questioning	Concrete & clear. Avoid “why” questions. Short sentences. Focus questions. Simple language. Start questions with a query word.	One question at a time. Ask question only once. Allow extra response time. Help client in answering question if he or she does not comprehend the question.	Test whether client and staff share the same understanding. Recognize that admitting lack of comprehension may be difficult for client.
Reflective listening		Help client verbalize feelings. Help client with organization and structure of language.	
Affirm	Concrete & clear.	Use both verbal and nonverbal affirmations. Make an affirmation personal. Affirm when something is done well, but do not exaggerate.	Recognize that client grows from affirmations. Recognize that successful experiences are important. Recognize that receiving an affirmation may be difficult for client.
Summarize	Simple, short sentences.	Summarize frequently and in between topics. Make and clarify agreements. Ask client to give a summary.	Recognize that admitting lack of comprehension may be difficult for client.
Elicit change-talk	Brief and clear.	Take small steps.	Recognize lack of consensus on capacity to imagine a hypothetical situation.

Themes and subthemes relevant to the characteristics and attitudes of staff professionals working with people with mild intellectual disability and challenging behavior.

THEME	SUBTHEME
Confidential atmosphere	Social talk, Confidence, Equality
Involvement	Empathize with client, Genuine interest, Sincerity/honesty, Staff compassion, Listen, Asking questions
Client-central	Client responsibility, Connect to client
Approach of professionals	Understanding approach, Respectful approach, Unambiguous approach, Individual approach, Stick to agreements, Clarify concrete agreements/rules, Mention concrete behavior of client

“Motivational interviewing is a promising method for encouraging people with mild intellectual disability and challenging behavior to enter into and adhere to treatment. The aim of the present study was to identify how professionals could adapt the techniques of motivational interviewing for use with people with mild intellectual disability and challenging behavior. In doing this, certain characteristics of professionals working with people with mild intellectual disability and challenging behavior were also identified.”

“It should be noted that some of the recommendations made here are not only important within the context of motivational interviewing but also for good communication with people with intellectual disability in general. “

“Clearly, this study is only one step toward empirical demonstration of the utility and applicability of motivational interviewing to enhance the participation and engagement of people with mild intellectual disability and challenging behavior in their treatment and care.”