



Motivational Interviewing: Training of Trainers



MHTTC

SAMHSA

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Services Administration

Trainer's Manual

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About Us

The Northeast and Caribbean MHTTC serves the New York, New Jersey, Puerto Rico, and the US Virgin Islands, providing training, technical assistance, and resource dissemination to support and enhance the mental health workforce.

Our goals include:

- Enhance awareness, knowledge, and skills of the behavioral health workforce.
- Foster regional and national alliances among diverse stakeholder groups.
- Accelerate the adoption and implementation of evidence-based practices from prevention through treatment and recovery.
- Ensure the availability of high quality training and technical assistance to those in the mental health field free of charge.

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Introduction

Training Goals and Objectives

This curriculum contains 6 modules. The goals and objectives of the modules are as follows.

Module 1: An Introduction to Motivational Interviewing

This module provides an introduction to Motivational Interviewing.

By the end of this module, participants will be able to:

1. Define Motivational Interviewing (MI) and its use in behavioral health services
2. Identify the intersection of MI and professional values
3. Describe the role of providers in facilitating change - including examining your own communication styles
4. Recognize the righting reflex and its unintended impacts

Module 2: The Spirit of Motivational Interviewing

This session will focus on the spirit of motivational interviewing.

By the end of this module, participants will be able to:

1. Describe the four elements that make up the spirit of MI
2. Explore how each of the four elements contributes to positive behavior change
3. Reflect on your own individual change process
4. Convey the spirit of MI in your work as behavioral health practitioners

Module 3: The Processes of Motivational Interviewing

This session discusses the structure of motivational interviewing and the processes and methods it uses.

By the end of this module, participants will be able to:

1. Define the four processes of motivational interviewing
2. Differentiate between sustain talk and change talk
3. Practice assessing motivation for change using the DARN-CAT
4. Develop strategies for moving from change talk to planning

Module 4: MI Skills: Open Ended Questions, Affirmations, and Simple Reflections

This module covers the basic interaction techniques and skills used in motivational interviewing.

By the end of this module, participants will be able to:

1. Identify the difference between open and closed ended questions
2. Use open ended questions to help elicit change talk from the person making the change
3. Generate behaviorally specific affirmations
4. Practice using simple reflections

Module 5: MI Skills: Complex Reflections, Summaries and Combining OARS

This module builds on the OARS skills by focusing on complex reflections and summaries. There is also time devoted to practicing putting all of the OARS skills together.

By the end of this module, participants will be able to:

1. Differentiate between types of complex reflections
2. Use complex reflections in a “real” play
3. Describe various types of summaries
4. Demonstrate the use of the combined OARS skills

Module 6: Putting it all Together & The Continuum of Change

This module focuses on bringing together everything discussed so far and connecting motivational interviewing to the continuum of change that people often experience.

By the end of this module, participants will be able to:

1. Identify the elements of the continuum of change
2. Describe the connection between the continuum of change and motivational interviewing
3. Demonstrate how to best support someone in the change process based on place in the continuum
4. Synthesize the spirit, processes, and skills of motivational interviewing

Audience

The primary audience of the Motivational Interviewing: A Training of Trainers manual is the behavioral health workforce including, but not limited to, psychologists, social workers, counselors, peer specialists, case managers, and more.

This may include practitioners working in:

1. Inpatient and outpatient mental health programs,
2. Supportive housing programs,
3. Supported employment and supported education programs,
4. Assertive Community Treatment programs,
5. Early psychosis treatment programs,
6. Peer delivered services,
7. Partial hospital programs,
8. Substance use disorder services, and more.

Training Overview

Developed by the Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC), this Motivational Interviewing: A Training of Trainers manual is designed to prepare those knowledgeable in MI to deliver motivational interviewing instruction to their peers. The motivational interviewing training is comprised of six modules designed for delivery in 60-minute in-service sessions. The trainer manual contains guidance for preparing individuals to be effective trainers, PowerPoint slides with detailed presenter notes and activities, worksheets, and other resources referenced in the modules. The participant manual contains the corresponding PowerPoint slides (with room to take notes) and all activity worksheets.

Training Philosophy

Each module was designed with principles of adult learning in mind. Specifically, didactic material for each concept and related best practices are complemented with examples, resources, activities and discussion questions to help learners apply the didactic material.

Trainer Preparation

Before providing a MI training, the trainer will need to download the module slides and print the trainer and participant manuals. Each participant will need a participant manual to access slides, resources, and handouts used during the training. Depending on access to computers, participants could be provided the participant manual electronically. Handouts should be available in hard copy for participants.

All materials are available at ([website url](#)).

The trainer manual contains the following for each module: unit description and objectives, module design and time allotted for content throughout the module, slides with presenter notes, resource section with handouts, and resource and reference lists.

Keep in mind that the trainer manual includes additional information that does not appear in the participant manual. It will be helpful to reference participant manual page numbers so participants can follow along.

The training provides an overview of best practices in the field of Motivational Interviewing.

The trainer manual is designed for use by individuals who have received training in motivational interviewing, are experienced using motivational interviewing, and have received training as a trainer of motivational interviewing.

Customizing Modules

There is a great deal of information about Motivational Interviewing included in the six modules. It is recommended that trainers provide participants with instruction on all six modules. However, trainers are encouraged to use their best judgment and adjust the amount of time spent on each module based on the needs of participants.

Facility and Materials Needed

PowerPoint slides and videos will be used for each module; thus, a computer and projector (with sound) are needed for all modules, along with a high speed internet connection and access to YouTube where the videos are housed. Provide manuals to participants in advance of the first session.

For Face-2-Face Training:

Select a space with room for participants to meet as a whole and as small groups. Other needed materials include:

1. Trainer manual
2. Participant manuals
3. Computer with presentation slides loaded

4. Screen or blank wall to project presentation slide show
5. Name tags
6. Evaluation forms
7. Pens/pencils
8. Notepads

For Virtual Training:

Select a virtual platform that allows for breakout rooms to facilitate small group discussions. Other needed materials include:

1. Trainer manual (printed and electronically)
2. Participant manuals distributed electronically
3. Computer with presentation slides loaded
4. Evaluation forms
5. Encourage participants to have pens/pencils and notepads available

Trainer Skills

MI trainers use MI skills as a way to facilitate learning. The items below represent skills and knowledge areas for MI trainers to use. These were adapted from the Motivational Interviewing Trainer Assessment (MITA), which is included in the resource section of this manual.

In the notes section of the ToT PowerPoint slides you will see each slide has a 'Say' section which includes the content you should convey to training participants. Many slides also have a 'Do' section which outlines what you should do with participants in terms of activities and open ended questions to elicit conversation from participants. Some slides have a 'Core Message' section which is for you, to help you understand the primary objective of what is to be communicated from that slide. Some slides also have a 'Trainer notes' section which are suggestions for you to keep in mind as you cover the material on that slide.

Skills and Knowledge Areas

Empathy - Shows active and sincere interest in understanding needs and perspective of participants and consistently uses artful reflective listening.

- Keep in mind: Similar to evocation, you are modeling reflections for participants, just as you want them to reflect with individuals making a change.
- How to do this: Listening and staying in the moment is important. While the participant is speaking, don't rehearse a perfect response. Use affirmations, reflections, and summarizations in conversation.

For example

"That sounds frustrating."

“Sounds like making that change was really difficult and you had the strength to push through.”

“What we have talked about so far is _____. Is there anything else someone wants to add about their experience before we move on to the next section?”

Autonomy - Honors participant’s choice in participation and in learning and using MI.

- How to do this: Ask for volunteers to respond to questions or process activities. Encourage participants to consider the ways that they can integrate MI into their current practice.

For example:

“Who would like to discuss the activity we just did?”

“Can I get a volunteer to discuss what this looks like in the work you do?”

Clarity of instructions - Delivery of instruction for activity is clear, articulate, and concise.

- Keep in mind: In order to give clear instructions, you must fully understand the activity yourself.
- How to do this: Prepare in advance to explain each step of the activity in detail. Speak slowly and clearly. Ask the participants an open ended question to assess understanding. Allow opportunities for questions and prepare for silence. Ask a participant to explain the activity. Be clear with the timeframe of an activity.

For example:

“What questions do you have about this activity?”

“Can someone repeat back what I am asking you all to do?”

Interactive learning environment - Primary focus is on active involvement and practicing MI.

- Keep in mind: In order to create an interactive learning environment, you must be able to correctly model and demonstrate the MI skills yourself. This means that you may need to rehearse MI skills beforehand in order to accurately illustrate them during the training. You want to create an environment where trainees feel comfortable practicing MI.
- How to do this: First, orient participants to the idea that the trainings are designed to be interactive and use a lot of techniques that require practicing with one another as well as providing each other feedback on skill use. As a trainer, you may want to initially model and/or demonstrate the MI skill or key point you are illustrating. Then, ask for volunteers to practice the skills and/or apply the MI

concept. If no one volunteers, you can randomly call on people. Be mindful to do this in a supportive way so that trainees do not feel like you are pressuring them. Remember to honor participants' autonomy.

For example:

"Let me demonstrate first how to use this skill."

"Who would like to volunteer to practice this skill?"

"If no one would like to volunteer, I am going to ask around the room for each of you to take a turn so that you all have a chance to practice."

Rolls with participant discord - Tolerates and accepts participants' disagreement, ambivalence, and preferences for other approaches.

- Keep in mind: Some participants may be experienced in other types of counseling techniques and may express uncertainty or even reluctance to learn something new, such as MI. Try to encourage participants to see how they could integrate MI with other approaches. Remember that this discord may look like disengagement from the training, such as not paying attention, looking at their phone, watching the clock, or it may look more overt like the trainee interrupting you or discrediting the information you are providing.
- How to do this: Just like rolling with discord with an individual making change, you will want to make sure not to argue for the change, in this case, using MI. You will want to remain non-judgmental. Identify or have the participant identify how they might be able to integrate and use MI within their current practice.

For example:

"How might you incorporate the spirit of MI into your current practice?"

"What are specific ways to use OARS in your current approach?"

"You are very skilled at a variety of techniques. Integrating MI skills into your current approach may be easy for you to do."

"What might the advantages be to expanding your repertoire of skills?"

Multi-modal learning approaches - Uses a variety of multi-sensory, whole-brained learning approaches.

- Keep in mind: The ToT curriculum and accompanying PowerPoint slides have been developed to include a variety of exercises that incorporate multi-modal learning approaches, including videos, practice opportunities, and didactic content.
- How to do this: Use the accompanying PowerPoint modules as a guide when delivering the trainings. The didactic materials, the flow of the content, the videos, and practice opportunities/activities have been carefully designed to incorporate a variety of learning approaches.

Accurate and up-to- date MI information - Clearly knows MI and can accurately explain key concepts and processes of MI.

- Keep in mind: These modules have been created to include the most up to date and accurate MI materials. Prior to delivering your training, familiarize yourself with both the content in the PowerPoint presentations, including the notes sections as well as any additional resources that have been provided. You do not want to conduct the trainings without reviewing the material and the accompanying resources beforehand.
- How to do this: Use the accompanying PowerPoint materials as designed and in their entirety. Use resources that have been identified in your ToT trainings. Follow up, periodically and consistently, on any resources that you have been provided in order to maintain current knowledge of MI. The MI website at motivationalinterviewing.org is your best source for updated MI resources.

Modeling and Demonstrating MI - Constantly models MI, uses OARS throughout training process.

- Keep in mind: you are always modeling MI so be aware of and consistent with your use of the spirit and skills. Showing it is more important than telling it. You'll know it is working when you hear participants sending it back to you.
- How to do this: Audio and visual recording or having co-trainers observe your training and provide feedback. You'll learn from the room as well; they'll reveal to you areas that you can improve.

For example:

“Are you modeling MI in the process of your training as well as the content?”

“What would you look and sound like if you were being recorded?”

Rhythm and Flow - Keeps the learning moving at a steady pace and up-beat tempo.

- Keep in mind: You have to have the participants' attention in order for them to learn.
- How to do this: Keep it moving, with an upbeat, energetic tempo. Don't get bogged down during exercises, use time to your advantage. Let the first group finish and then give a time warning. Don't wait for everyone to finish to maintain urgency. Watch the room to see if they are fatigued or distracted. Are they asking questions or volunteering? Those are good signs. Frequent exercises are there to reengage them. Take breaks for participants to regroup.

Debriefing - Integrates a debriefing process into all activities; links key MI concepts into debriefing process.

- Keep in mind: Allocate a similar amount of time processing the exercise to doing the exercise. Elicit feedback from participants.
- How to do this: Use a “praise-polish-praise” model. Elicit positive feedback, then suggestions for alternate solutions, then end on a positive note. Link the exercise to real life examples.

For example:

“How can you use this in your work ...?”

Curriculum strategy - Sequencing of learning activities is strategically planned to optimize MI learning.

- Keep in mind: Several faculty members and MI consultants/experts were involved in putting these materials in this order. Moving one component means having to change others. The ordering of the modules has been thought out and strategic.
- How to do this: Present the materials in the order given. The order of content and activities planned are intentional. The expectation is that you will provide the material as designed. It was structured so that the topics flow and build upon each other.

Eye communication - Maintains appropriate eye contact with all participants.

Things to consider:

- Don't stare.
- Survey the entire room, including the people in the back.
- Use eye contact to encourage participation. Or, use eye contact to discourage over talking by diverting your eye contact from that participant.
- Be mindful of not conveying frustration with your eyes (e.g., eye rolling). Practice in the mirror or with others to get feedback.

Gestures and movement - Smiles often, moves with purpose, gestures naturally and freely. Expression is consistent and congruent with message.

Things to consider:

- Don't smile too much but consistently throughout the training.
- Stand up and move a little bit.
- During activities, walk around the room to see if participants are working on activity and/or have any questions.
- When you call on participants, either use their name or gesture with an open hand. Refrain from pointing.

- Be aware of any of your “fidgeting” or repetitive movements (e.g., pacing, playing with a pen).

Voice tone/volume - Speaks slowly and clearly, varies voice volume to emphasize key messages.

Things to consider:

- Check in with participants to make sure they can hear you.
- Vary your tone and volume to maintain participant interest.

Pacing - Pauses to emphasize important points and to create transitions.

Things to consider:

- Spend a good amount of time setting up and processing an activity. Do not rush that process.
- Get comfortable with silence.
- When you ask a question, wait approximately 7 seconds before moving on.
- Check in with participants to ensure appropriate pacing of material.

Enthusiasm and humor - Is passionate about MI. Maintains positive, up-beat, and affirmative attitude.

Things to consider:

- Use appropriate humor. Do not use offensive language, jokes, or excessive sarcasm.
- Convey a positive demeanor through the use of encouraging language and body postures.
- You don't need to be a cheerleader or a comedian.

Time Management - Keeps to allotted time; sets a time frame that's short enough to keep the energy up, but long enough for learning.

Things to consider:

- The modules that accompany this ToT manual are designed to be provided within one hour. Careful preparation in their development has been made to ensure that the content and the activities are able to be delivered in the allotted time.
- Practice delivering the modules and adjust your pacing as needed. This will ensure that you are maintaining the pre-determined time allotment for each module.

Use of Audio Visual (A/V) - Gracefully navigates the integration of A/V with MI learning.

Things to consider:

- Spend time practicing delivering the modules using your own A/V equipment.
- Do not read directly from your slides. Try to refer to your notes sections when you need to remember key points of information. Rehearse beforehand so that you are minimally reading from your notes. Always look at participants and not at your slides when presenting.
- Have a backup plan in the event that your A/V is not working. Consider how you will present the material if this happens.

Flexibility - Adjusts training time and/or agenda based on emerging participant needs or feedback

Things to consider:

- The training modules have been set up to meet the specific objectives of the MI training. Therefore, you should minimally adjust the agenda so as not to impact the flow and quality of the training.
- There may be times when participants require some additional reinforcement of key areas or practice of MI skills. If this is the case, you may need to spend the additional time reviewing the material or practicing skills. You may need to meet individually with participants who require additional support.

Adapted from:

Motivational Interviewing Trainer Assessment (MITA), retrieved from <http://berg-smithtraining.com/pdf/MITA%202.0.pdf>

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<https://healthsciences.org/Infographic-Motivational-Interviewing-Adds-Up>

Resources

MINT – Excellence in Motivational Interviewing - <https://motivationalinterviewing.org/>

Module 1: An Introduction to Motivational Interviewing

Time Needed: 60 minutes

This module provides an introduction to Motivational Interviewing.

By the end of this module, participants will be able to:

1. Define Motivational Interviewing (MI) and its use in behavioral health services
2. Identify the intersection of MI and professional values
3. Describe the role of providers in facilitating change - including examining your own communication styles
Recognize the righting reflex and its unintended impacts

Materials Needed:

Slide Deck

Activities:

- My Recent Change
- Qualities and Characteristics

Video:

Righting Reflex

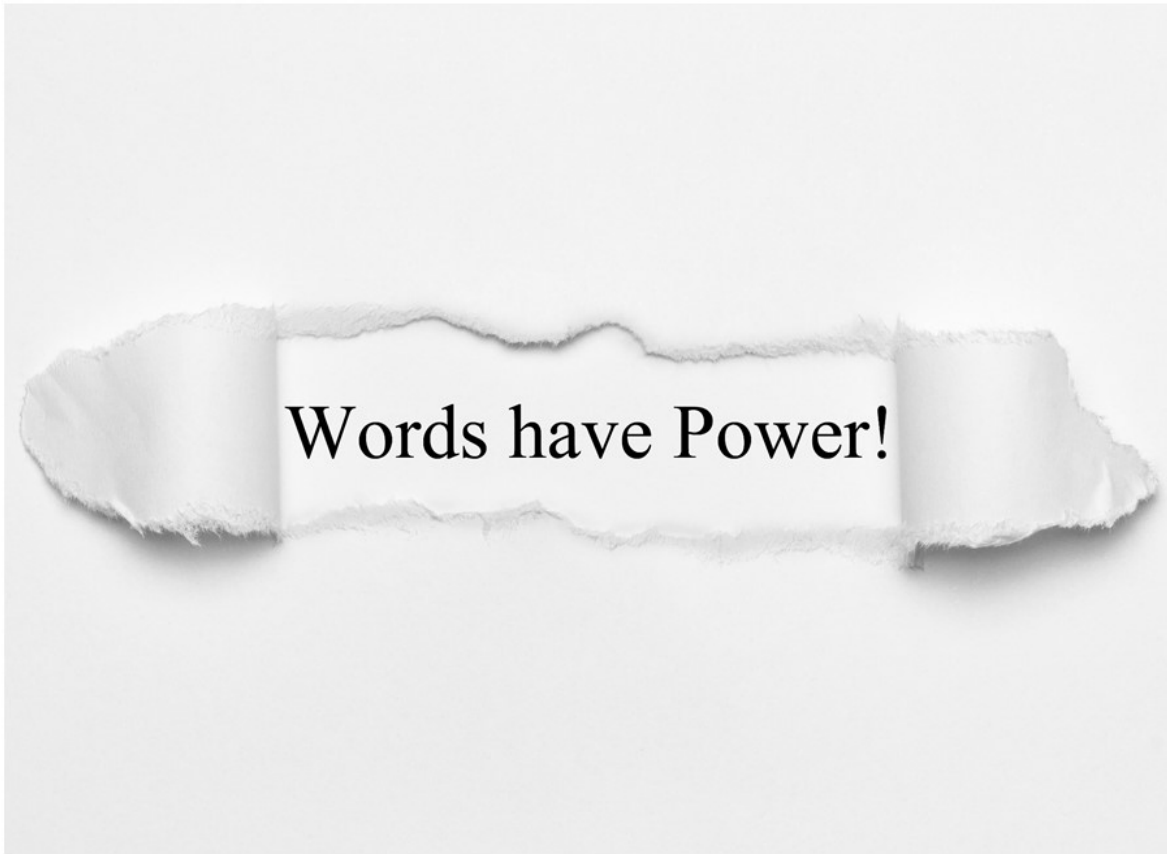
<https://youtu.be/d2t9y5bptz0?list=PL1UDVLmMXEEdivofbgt4d6sLAe5pulbPC>

Resource:

<https://www.viacharacter.org/>



Say: Welcome to this training series on Motivational Interviewing or MI. Throughout the six modules in this series we're going to provide an overview of MI, when and where MI can be used, how to embody the spirit of MI, understanding the processes of MI, applying the foundational skills of MI, and how to use MI skills wherever an individual is in their change process. Today we're going to focus on an introduction to MI

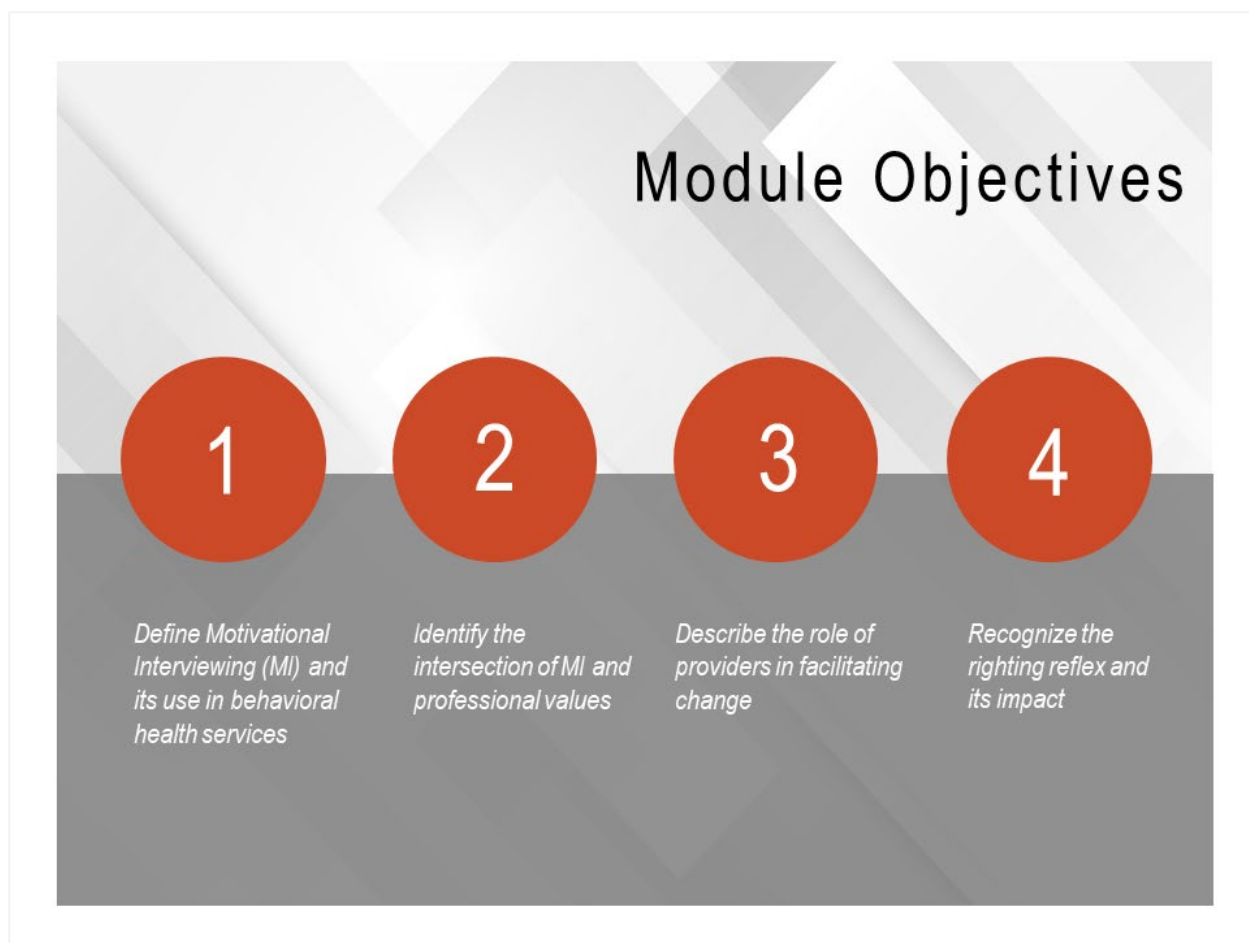


Say: Before we get started, let's clarify the language that we will be using throughout the training. We will be referring to the person making the change. In your work settings, that might be a job seeker, resident, client. We want to use a general term like "person making the change" to encourage us to understand that change is universal. At times, the word client is used as well as this was the most accurate description for a particular point. All of us have made changes, considered changes, successfully changed, or maybe not so successfully changed. This universality of change supports many of the concepts you will learn about in all of the modules in this training. We're also going to ask that you reflect on your own changes that you are interested in making or perhaps recently made.

We are also using the terms "practitioner" or "provider" throughout to identify the person helping the person making the change. In your work settings, you may be referred to as therapist, clinician, employment specialist, case manager, peer specialist, or other job title. However, we wanted to use a consistent term and practitioner seemed to be a good fit.



Say: Let's start by doing some introductions. Some of you may already know each other, but please introduce yourself, share your role in the organization, describe any previous experience with MI, and talk about what you hope to get out of this series on Motivational Interviewing. I can start ... [introduce yourself, your role in the agency, and why you think learning MI is important for your agency].

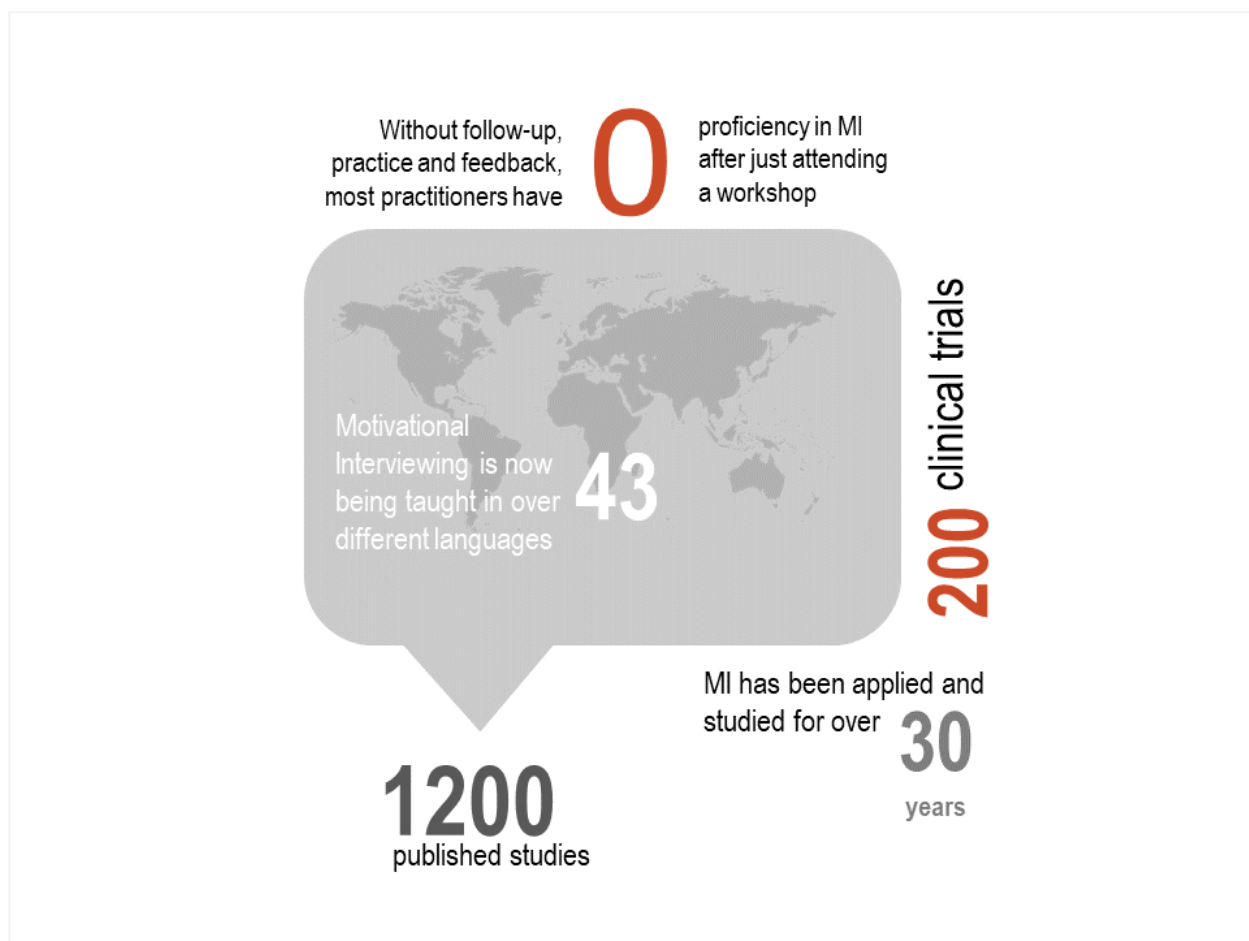


Say: Today's module will provide you with an introduction to motivational interviewing.

One of the things you'll notice is that while eventually we will get to training on the use of specific "techniques", what we're talking about today and in the next module are the qualities and characteristics of the practitioner that help facilitate change. These are arguably as important as the specific techniques. Being good at the techniques in the absence of these practitioner characteristics won't result in the positive outcomes associated with MI. These qualities and characteristics support what is referred to in MI as the spirit. Without this "spirit" or way of being, practitioners are simply practicing and implementing techniques, which you will see are important but not sufficient in the change process. This module, and the following module, provides an overview of these critical components of motivational interviewing.

At the end of this module, you will be able to:

Define motivational interviewing (MI) and its use in behavioral health services,
Identify the intersection of MI and professional values,
Describe the role of providers in facilitating change - including examining your own communication styles, and
Recognize the righting reflex and its unintended impacts.



Say: I want to begin by providing you with some background on motivational interviewing. MI is an evidence-based practice that has been used in a variety of settings to assist individuals in making behavior changes and achieving goals. It focuses on exploring and resolving ambivalence and is geared toward understanding and enhancing internal motivations that facilitate change.

Since 1990, there have been over 1200 published studies on MI as well as over 200 randomized clinical trials. The research reflects a variety of practice settings, modalities, behavior changes, and professions, including behavioral health services. MI was originally developed by William R. Miller and Stephen Rollnick about 30 years ago for use in the addictions field, specifically around smoking cessation. It began, in part, as an alternative to the traditional directive and sometimes confrontational approaches used in substance use treatment. It has grown since then to support people making changes in a variety of settings. Let's look at some of the programs and services where MI is used.



Motivational Interviewing can be used in a variety of settings.

Core Message: Motivational interviewing can be used in most, if not all, behavioral health settings.

Say: Motivational interviewing is practiced in many behavioral healthcare settings and offers an effective framework for behavioral health services that assist individuals in achieving goals and making changes. It works because it's goal directed, person-centered, and incorporates many of the values that promote recovery and wellness for individuals participating in behavioral health services.

Motivational interviewing can be implemented in:
Supported Employment and Supported Education
Supportive Housing
Substance Use Treatment
Illness Management and Recovery
Assertive Community Treatment
Inpatient and Outpatient Mental Health Services
And many others.

[Insert an example of how motivational interviewing can be helpful in your setting or the setting your trainees are in. See below for some examples to help get you thinking.]

Examples:

Supported Employment and Supported Education are services designed to assist individuals in attaining career goals. MI is used in SE and SEd to assess and develop readiness and resolve ambivalence around career goals.

Assertive Community Treatment and housing teams provide support around community living and treatment goals and assist in resolving ambivalence around goals such as medication choices, housing situations, community involvement, etc.

Illness Management and Recovery is a curriculum-based intervention that supports goal achievement as well as helping people learn to manage aspects of their condition to maximize recovery. The focus is on achievement of recovery goals and MI is an approach used extensively to facilitate progress toward individual goals.

Values

MI is consistent with the goals, values and principles of many helping professions

Person-centered
Strengths-based
Collaborative
Goal focused
Positive Focus/Optimism



Say: Motivational interviewing is aligned with the goals, values, and principles of many helping professions.

Motivational interviewing is:

- Person-centered: As you will see, MI focuses on the person's goals and desires and the practitioner elicits from the person their own reasons for change.
- Strengths-based: As practitioners, we look for and assist the person making the change in identifying their strengths, skills, and positive attributes. We move away from looking solely at the person's deficits or problems and instead focus on what abilities and supports they have that will contribute to successful change.
- Collaborative: Practitioners using MI value collaboration and partnership with the person making the change. In MI, the person is the expert on themselves and we assist in guiding them towards change.
- Goal-focused: MI is focused on the goals and desires of the person making the change.
- Positive Focus & Optimism: MI practitioners bring positivity to their work and are optimistic and hopeful that the person is able to make their desired change.

We all had reasons for choosing the careers that we have in the helping professions. Our values along with the values of our respective professions may have guided us in a particular occupational direction.

Do: Ask participants:

- What are some of your professional values or what is important to you in a career?
- What are some additional values of your respective profession that are not be included above?
- How do your own career values as well as your profession's values relate to MI?



ACTIVITY

My Recent Change

Pair up with a partner.

Talk about a successful recent change you personally made.
Who supported you? How did they help you make the change?

3 minutes each to share

Important: Choose something you feel comfortable sharing with the entire group!

Core Message: We are all working on making changes. Change is universal.

Say: Now that you know MI focuses on making changes, I'd like for you to think about a change you've made. For this activity, please pair up with a partner. With your partner, please talk about a successful change you recently made in your life. If you can't think of something recent, think about the last successful change you made. Just have a natural conversation with your partner about this change, but be sure to talk about who supported you and how they helped you make the change. Each of you will have 3 minutes to share. After the first 3 minutes, you will switch so that your partner can share. Remember, you should focus on something real in your life that you successfully changed, not on a change that a person in your services has made. Choose something you feel comfortable sharing in this group as we will continue to reflect back on this change throughout the trainings.

Do: Following the activity, ask participants:

- What was it like to talk about this recent successful change?
- How was it to share something about your life with someone that you may not know well?
- What was it like listening to the person talk about their change?
- Who supported you and how did they help you make the change? – make sure to ask this question

Trainer notes: You want to highlight that talking about change may be uncomfortable or uneasy, especially if you are discussing a personal change with someone you just met and with whom you do not already have a good relationship. If these points do not come up in the discussion, you will want to raise them and ask participants to think about what it might feel like for someone else who might feel uncomfortable or uneasy sharing this information.

You will reflect back on this activity throughout the training. Continue to connect the content back to this initial activity.



MI is a collaborative conversation style for strengthening a person's own motivation and commitment to change.

Core Message: Motivational interviewing is a style of engaging with someone to support them in making a change.

Say: In that activity I asked you to reflect on a change in your life to get you thinking about the processes and elements related to making a change – to start thinking about what helps and what gets in the way of change. Motivational interviewing, as we've discussed, is focused on behavior change and a style of engaging with another person to help them build within themselves motivation and a commitment to change. We know that telling people to change and pushing people to make a change often results in the opposite effect we want. Instead of changing they often push back against the change. Motivational interviewing takes a different approach.

The technical definition of MI is "...a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion" (Miller & Rollnick, 2012, p. 29). What's most important in both the definition you see on the slide and the technical definition is that they both focus on MI being:

1. Collaborative,

1. A way and style of communicating, and
2. An approach to build motivation for change within the person.



MI is a collaborative, **goal-oriented** style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a **specific goal** by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion.

Miller WR & Rollnick S (2012). *Motivational interviewing: Helping people change* (3rd ed). New York: Guilford.

Core Message: Motivational Interviewing is a style of engaging with someone to support them in making a change. (continued)

Say:

What's included in the technical definition, but not captured in the previous definition, is an emphasis on MI being goal-oriented and focused on specific behavior change. Using an MI approach, you can help someone focus in on a specific area they want to change. Sometimes people know what they want to change or "should" change, but they may feel ambivalent about making the change. Other times people may not know exactly what they want to change and you will need to work collaboratively with them to elicit this information.



Core Message: Without a target behavior, MI is just client centered counseling.

Say: The fact that motivational interviewing is goal-directed is a critical element and one that differentiates it from client centered counseling. You must work with the individual to identify a desired behavioral outcome. Target behaviors are those actions that move someone toward this change. This gives your collaboration a destination and a strategy of how to get there. For people who don't yet know what their desired outcome is, you may not be directly asking them about their target behavior. Instead you may ask things like, "what would you like to work on?", "what is important to you?", or "what is currently getting in the way?". You may need to elicit discrepancy between their current behavior and their overall goals and values.

Do: Ask participants: What are examples of goals you typically work on with people?

- What are typical target behaviors for people you work with?
- What are some of the goals people have?”
 - For example, a person may have a goal of getting a job and a target behavior might be writing a resume or any other activity that moves them toward this goal.



Say: Based on what you already know about MI, you can see that you play a key role in supporting others to make their desired changes. I mentioned at the beginning that the techniques and skills are only one part of MI. The other important part is the spirit which is embodied and communicated through you. The style you bring to the collaboration has a big impact on the process and outcomes. Let's explore the role that providers play in facilitating change and the characteristics and qualities of practitioners that convey the spirit of MI.

ACTIVITY

Qualities and Characteristics

Return to last partner

You and your partner will each have 3 minutes for the following:

Think about the change(s) you discussed earlier with your partner

1. Identify what qualities and characteristics of the person who helped you contributed to your change process.
2. Take notes and write down the qualities and characteristics your partner identifies.
3. Be prepared to share with larger group.

Core Message: Certain personal characteristics and qualities that we find naturally supportive and conducive to change make up MI.

Say: Certain personal characteristics and qualities that we find naturally supportive and conducive to change make up the spirit of MI. Let's explore this by revisiting the activity you completed with your partner earlier. You were asked to identify who supported you and how they helped you make the change you discussed. For this activity, I'd like you to discuss with your partner, what qualities or characteristics about the person(s) were helpful in supporting your change. Write down the characteristics you each share about those who supported you. You will each have 3 minutes to share and then you will switch.

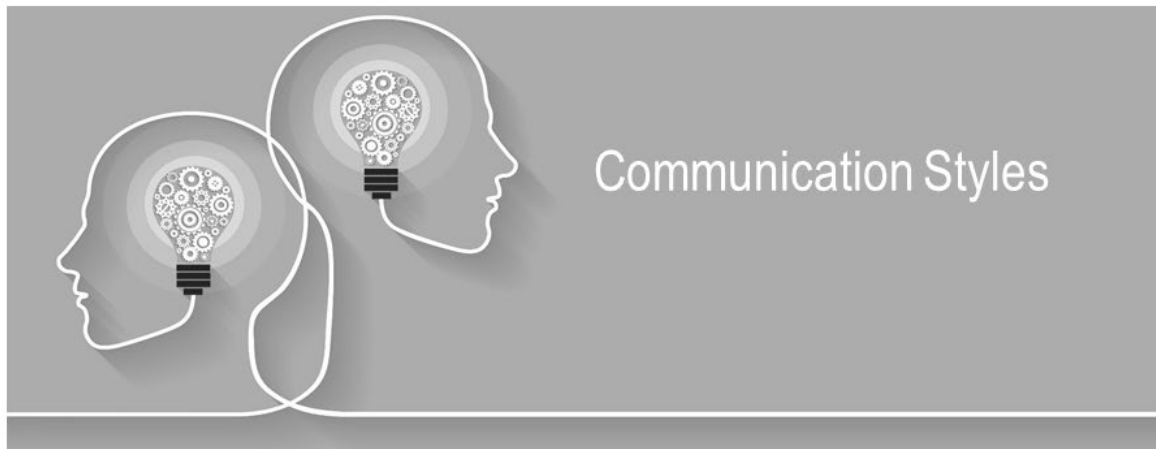
Do: Following the activity, do the following:

1. Have participants volunteer to read some of the characteristics they wrote down. After, each person reads their partner's responses, reflect back some of the answers. (Write down the responses on white board, flip chart, or chalk board—if not available, just use your own paper and write down as people state their responses.)
2. After all the characteristics have been shared, read the responses aloud. Highlight as you read each response how that can apply in an MI context. Make the link between

what is naturally supportive in everyone's lives and how those same qualities are supportive when working with people making changes in your work. In processing this activity, you will want to highlight that MI is more than just a set of techniques, the practitioners' qualities and characteristics are equally important. An example of what to highlight may be, "It sounds like people identified characteristics like listening and not giving advice versus just telling you what to do." Emphasize that these are not skill or technique related.

Trainer notes: This activity highlights that there is more to MI than just a set of techniques that practitioners use with people making a change. We are getting into the qualities of effective practitioners and beginning our discussion of the spirit of MI, which will occur in more detail in Module 2.

Some of the answers that you will get should help you connect to the spirit of MI and the four element - partnership, acceptance, evocation, and compassion that comprise the spirit. You can also use the responses when referring to the different communication styles on the next slides. Refer the participants back to the qualities and characteristics they identified in this activity as you begin to talk about communication styles and each of the factors of the spirit of MI. Keep your list of the characteristics identified so you can refer to the specific qualities and characteristics related to each factor of the spirit of MI in Module 2.



Core Message: Different styles are appropriate for different settings and situations. MI is most conducive to a guiding style of communication.

Say: Now that we've identified some key individual characteristics that support the change process, let's look at the role of different communication styles and how they contribute to facilitating change.

Miller and Rollnick describe these three communication styles of helpers on a continuum. As you can see, on the far left of this continuum is a directing style. A directing style is used to provide information or instruction and involves telling the other person what they should do. An example might be a nurse explaining how to take a medication properly or a physical therapist describing how to do a particular stretch. At the other end of this continuum is a following style. A following style is characterized by just listening to the person without introducing any information or asking any questions and allowing the person to lead the conversation. An example of this style can be seen when a practitioner “hears out” a person who is expressing strong emotions --whether that is sadness, anger, excitement or other strong feelings. The practitioner is listening with the intent of following and understanding what is being shared. In the middle is a guiding style. This guiding style is best suited for MI. A guiding style of communication conveys the message that the person is able to make the change and the provider is there to support the individual, but not by telling them how to change or bringing a specific agenda. In the guiding style you are not just passively listening or taking control of the conversation. Although there may be times when a directive or following style is appropriate or needed in a given situation, MI typically uses a guiding style of communication.

Miller and Rollnick provide this helpful analogy: “Imagine going to another country and hiring a guide to help you. It is not the guide’s job to order you when to arrive, where to go, and what to see or do. Neither does a good guide simply follow you around wherever you happen to wander. A skillful guide is a good listener and also offers guidance where needed.”

Let's review the communication style you tend to use in order to better understand and assess your strengths and possible areas of growth. There are a variety of methods to assess your communication style. Once you know what your style is and how you may be coming across to people you are working with, it is easier to adjust and modify as needed to match the circumstance. Between the end of this session and our next meeting, I'll ask you to complete an online assessment, but for now let's do a brief activity.

Do: Ask participants:

- How would your colleagues and the people participating in your services describe you using five verbs that illustrate your communication style?

After the activity, do the following:

- Ask a couple of participants to read their list. Write out or just restate the verbs that people are sharing.

- Refer back to the list of helper characteristics they identified in the earlier activity. Pull out and identify the characteristics that correspond to the verbs they are describing in this activity.
- Tell participants to keep their list handy as they will be referring to it again in the next slide

Directing, Guiding or Following?

Administer
Prescribe
Encourage
Be with
Shadow
Assist
Collaborate
Advice giving

Direct
Accompany
Observe
Confront
Prescribe
Elicit
Support
Manage

Core Message: There is value in assessing and adjusting our communication styles to better facilitate change discussions with individuals.

Say: You just identified some of the verbs that describe your style. Looking at the list here, what other verbs did you identify that are not listed here? The verbs listed represent a directing, guiding, or following style. Let's see if you can identify which ones support which style. Let's also see what category the verbs you each identified fall into.

Do: Review the verbs on this slide. Ask participants which style each verb represents. Next, have the participants read to you the verbs that they identified in the previous activity. Ask where these verbs belong. Emphasize during the exercise the importance of self-assessment in order to gain a better understanding of your communication style.

Administer - directing

Direct - directing

Prescribe - directing

Accompany - guiding

Encourage - guiding	Observe - following
Be with - following	Confront - directing
Shadow - following	Prescribe - directing
Assist - guiding	Elicit - guiding
Collaborate - guiding	Support - guiding
Advice giving - directing	Manage - directing

Say: The way we communicate and approach people greatly impacts the change process. Many of us were trained to be directive and "fix what is wrong" for people, but when people are considering making a change and potentially feeling ambivalent or conflicted about the change, this style is not the most helpful. Similarly, a following style is also often not helpful. It's good to continue to assess your style. You may want to ask those you're supporting to provide input regarding their experience of your style. If the verbs are too directive or too passive, you may want to do some reflecting to determine how to have a more guiding style.

Forcing Change

<p>Sustain Talk Keeping things the same Maintaining the status quo Response to pressure to change</p> <p>Indicates A shift in approach is needed</p>	<p>Discord A disconnect Not moving together towards the same goal Response to not feeling understood or feeling judged</p>
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You can help by understanding motivations for change.

Core message: The individual who is considering a change is the expert! Practitioners are there to guide the person.

Say: As we just discussed, the directing style often doesn't have the intended effect when we use it to try to encourage someone to make a change. This is especially true when the person feels ambivalent, or both wants to make the change and doesn't want to make the change at the same time. Instead, directing can have the opposite effect and the person can become less likely to make the change. You may have heard this referred to as resistance, when it appears the person is resisting your pressure to change. In motivational interviewing we have moved away from the term resistance because of the negative connotation associated with it and instead moved toward addressing the two components related to ambivalence, sustain talk and discord.

Sustain talk is an argument for keeping things the same or maintaining the status quo. Sustain talk can be expressions of wanting to keep things as they are, reasons why they need to stay the same, or concerns about not being able to change. This can occur in response to the provider pushing and urging for change.

Discord is associated with the interpersonal behavior between the practitioner and the person making a change and reflects a disconnect in the working relationship. This can

occur if the person doesn't feel understood, feels they are being judged, or doesn't feel there is good collaboration. Discord indicates that the practitioner and the person are not on the same page and moving together toward the identified goal.

Sustain talk and discord may be indicators that the provider is moving faster than the person toward the change. Think about the change(s) you identified earlier. Did you feel any ambivalence about making that change? What happened when you felt someone was pushing you too hard or telling you what you needed to do?

Sustain talk and discord should not be viewed as problem behaviors on the part of the person making the change but rather an indication that the provider may need to shift their approach and work to come alongside the person making the change and remind them that they are the expert in their change process. We will talk more about sustain talk and discord in later sessions.

Remember that there is little you can do to make someone change. You can, however, help the person better understand their own motivations for change.



<https://www.youtube.com/watch?list=PL1UDVLMXEEdivofbgt4d6slAe5pulbPC&v=d2t9y5bptz0&feature=youtu.be>

Core Message: Practitioners are often too quick to try and "fix" the problem.

Say: Despite understanding that we can't make someone change, it's often very hard for us to not want to use our experience and expertise to try to fix or solve a person's problem. In MI we refer to this urge to tell the person how they should change (and using the directing approach), the righting reflex.

The righting reflex is when providers want to make things right or step in by telling the person how they should change their behavior. To try to make this happen we may argue, persuade, or prod the person to make the change. Unfortunately, this often leads to the person arguing against the change (that is, sustain talk) and possibly discord.

Let's watch a brief video clip of an exchange between a practitioner and a person considering making a change. As we watch, write down any words or phrases you hear that sound like the righting reflex. They may sound like advice, judgement, or directives.

Do: Play the video clip for the participants. During the video, write down words that sound like advice or sound judgmental. After the video clip is over, ask participants:

- What did you hear Amy (the provider) say that indicated she was having a righting reflex?
- What was the impact of the righting reflex on Doretha (the person considering the change)?
- What are some examples of times in the past when you have exhibited the righting reflex?
- What are some of the problems that arise if practitioners are too quick to jump in and fix or offer solutions to the problem?

Say: Even though your intentions may be good and you may think that you're helping the person by providing good advice or helping to fix the situation, you have to recognize that change needs to come from within the person. Motivational interviewing provides an approach that can help you avoid the righting reflex and support the building of intrinsic motivation within the individual making the change.

Link to Video

<https://youtu.be/d2t9y5bptz0?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>



Say: We learned in this module that your communication style and how you engage with someone is critical to MI. For this module’s learning application, please take a very brief online assessment of your character strengths. We will further review the results and discuss how to use these results to inform and modify your style to be more inline with the guiding approach during the next session. The goal of this assignment is to better understand your strengths so that you can expand on them while also identifying things you may want to change.

Do: Ask participants to take the above self-assessment prior to the next session. Explain to participants that the assessment takes no more than 10 minutes, and they will receive a brief overview of their top character strengths. For a fee, they can order additional reports, but for these purposes the information on the top character strengths is sufficient and available for free - there is no need to purchase any additional information. Ask participants to print out the report or write down their signature strengths and some of their middle and lesser strengths and bring them to the next session.

Link to Assessment: <https://www.viacharacter.org/>



Say: So far we have defined motivational interviewing as a collaborative conversational approach to helping people make changes. It helps strengthen their own motivation and commitment for change and begins the conversation to build confidence and a plan to support change. MI specifically helps people examine their ambivalence toward change.

We examined and took a closer look at communication styles and identified the most conducive style to supporting and encouraging change.

We saw that practitioners may be quick to offer solutions and suggestions to individuals making a change, but that while well intentioned, this strategy may generate discord and sustain talk. MI is an approach to facilitate change and offer a counter to the righting reflex. MI emphasizes that the practitioner's role is not one of expert but one of guide.

In the next session, we'll dive deeper into the spirit of MI and the four elements that comprise the spirit.



Say: What questions or comments do you have?

Module 2: The Spirit of Motivational Interviewing

Time Needed: 60 minutes

This session will focus on the spirit of motivational interviewing.

By the end of this module, participants will be able to:

1. Describe the four elements that make up the spirit of MI,
2. Explore how each of the four elements contributes to positive behavior change,
3. Reflect on your own individual change process, and
4. Convey the spirit of MI in your work as behavioral health practitioners.

Materials Needed:

Slide Deck

Activities:

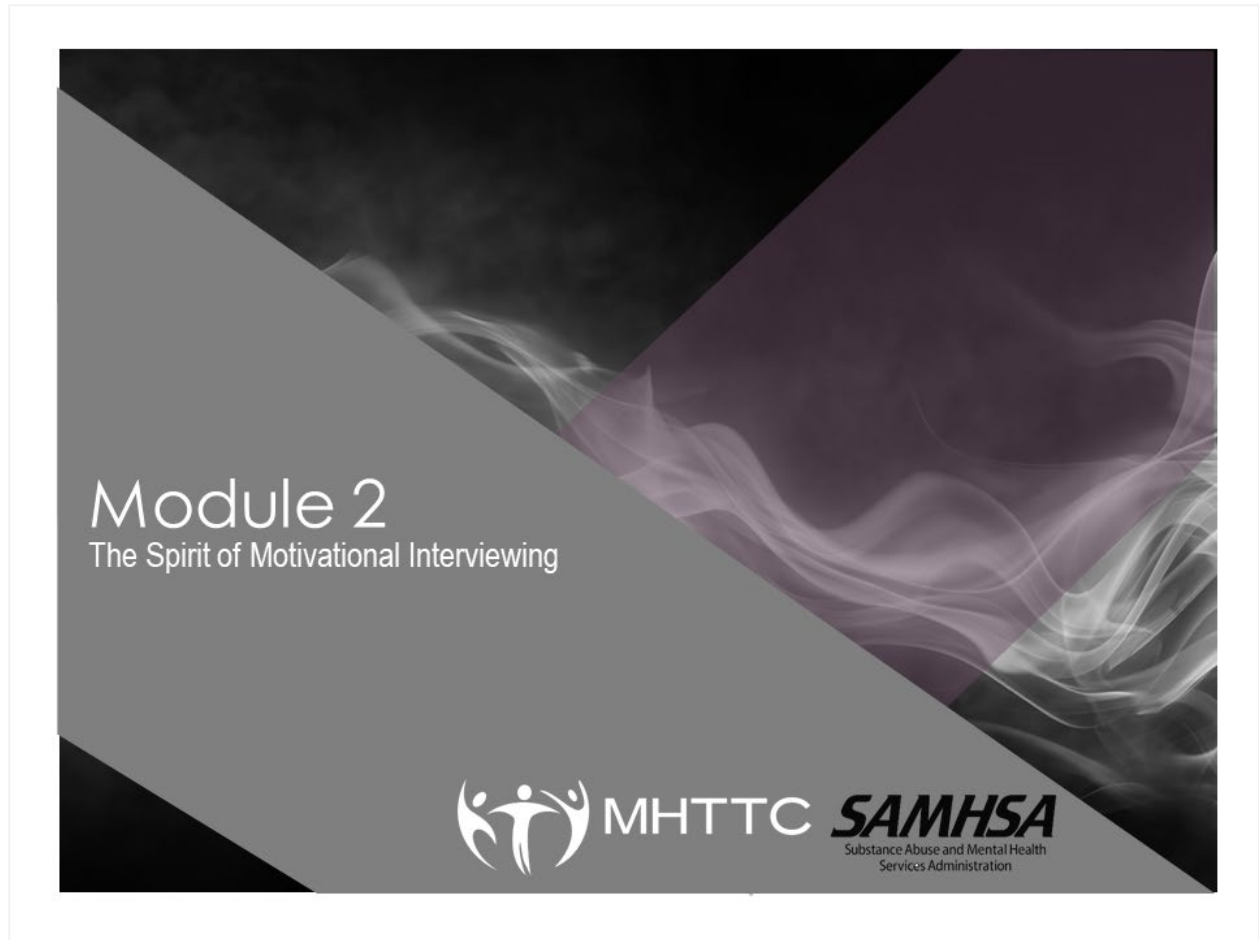
- Partnership
- Self-Reflection
- Taste of Motivational Interviewing

Video:

(none)

Resource:

(none)



Say: This session will focus on the spirit of motivational interviewing. We mentioned the spirit in the first session and now we will build on what you've learned about the importance of communication styles and add the four elements that make up the spirit.



Say: To start let's review what was covered in Module 1: An Introduction to MI. In the first module we:

Defined motivational Interviewing as a collaborative approach to help people who are considering making changes strengthen their own motivation and commitment for change,

Highlighted that MI is especially helpful for people who are feeling ambivalent about the change,

Examined communication styles, began to assess our own "go to" style, and identified that a guiding style is typically most conducive for supporting and encouraging change, and

Acknowledged our tendency toward the righting reflex, but identified how this can lead to discord and sustain talk, rather than change.

Do: Ask participants:

What was the most important thing you took away from Module 1?

How did your work with participants change based on what you learned in Module 1?

What questions do you have about what was covered in Module 1?

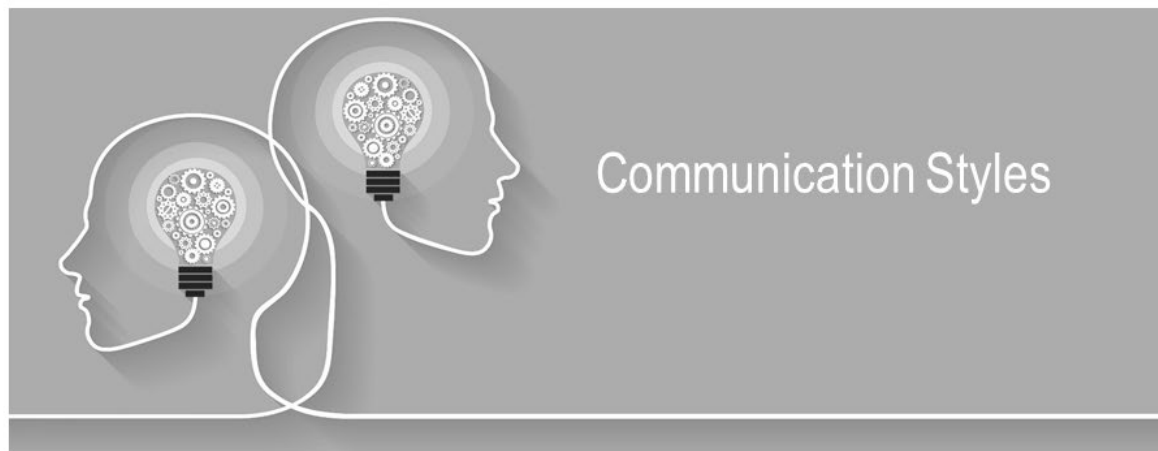
A hand is shown in the process of drawing a white arrow on a dark chalkboard. The arrow starts from the bottom left and points towards the top right. The background of the slide is a dark, textured surface, possibly a chalkboard, with a white arrow being drawn. The slide has a dark purple gradient at the bottom.

REVIEW

Module 1

Collaborative
Supportive
Conversational
Guiding

1. What was the most important thing you took away from Module 1?
2. How did your work with participants change based on what you learned in Module 1?
3. What questions do you have?



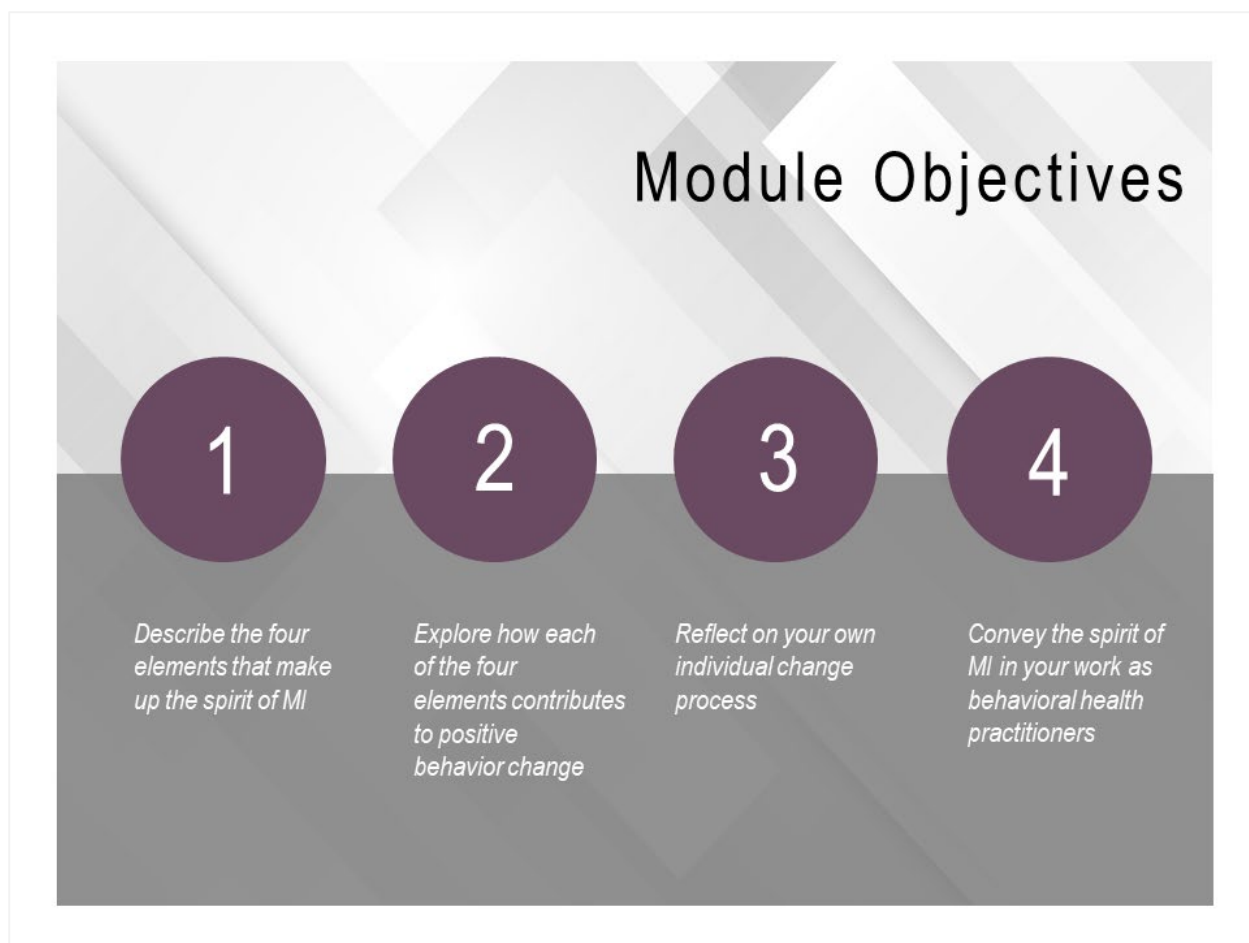
Say: At the end of the last module we asked you to take a brief survey to help identify your personal characteristics and write down some of your signature, middle, and lesser strengths. Let's talk briefly about the strengths you identified.

Do: Ask participants:

In reviewing your signature strengths, which do you think would be supportive of a guiding style and why? Which do you think could get in the way of a guiding style and why?

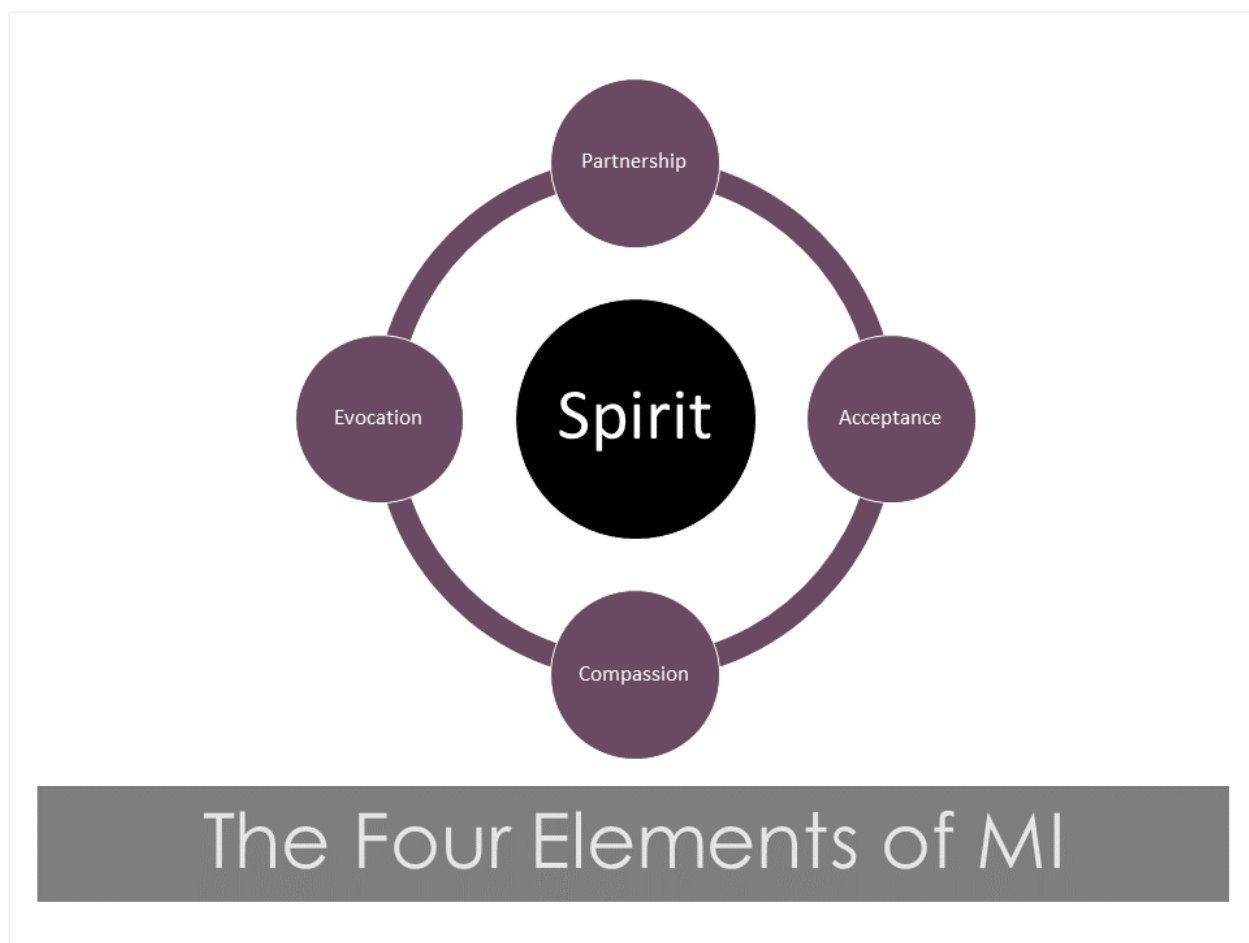
In reviewing your lesser strengths, which do you think could be strengthened to support a guiding style?

Trainer notes: Most of the characteristics listed could be supportive of a guiding style. For example, humility, kindness, love of learning, social intelligence, teamwork, and curiosity. Encourage participants to think through how they can support this approach. Leadership is a characteristic that could work against a guiding style but wouldn't necessarily.



Say: Building on what you learned in Module 1, we're going to continue to look at the parts of MI that are not the specific techniques, but rather the relational components or "ways of being" that we call the spirit of MI.

At the end of this module, you will be able to:
Describe the four elements that make up the spirit of MI,
Explore how each of the four elements contributes to positive behavior change,
Reflect on your own individual change process, and
Convey the spirit of MI in your work as behavioral health practitioners.



Core Message: The spirit of MI is equally as important as the skills and techniques used by the provider.

Say: This whole module will focus on the spirit of MI because that's how important it is. Without the spirit, MI isn't MI. Miller and Rollnick have said that practicing the techniques of MI without manifesting and conveying the spirit of MI is like knowing the words of a song, but not the music. Something essential is missing. It also doesn't work. The presence of the spirit of MI is related to positive treatment outcomes.

The spirit encompasses four elements:

- Partnership
- Acceptance
- Evocation
- Compassion

This way of being is the basis of all MI interactions. We're going to review in detail each of these four areas.

ACTIVITY

PARTNERSHIP

Consider the characteristics of the person you identified as supporting the successful change you talked about previously.

Ask:

1. How did this person partner with you?
2. What did it feel like to have the person partner with you?
3. How would you describe the opposite of this partnership?

Share your thoughts with the group.

Core Message: MI is done ‘with’, not ‘for’ or ‘to’ someone. The person making the change is the expert and your role is to partner with them to support their change.

Say: Motivational Interviewing uses a collaborative approach. Power is shared and the practitioner works to diminish the power differential between themselves and the person making the change so that neither looks to the practitioner as the expert. The practitioner values the person’s expertise about their own life. You want to avoid the “expert trap” or taking on the role of being the expert and the one who “has the answers”.

Do: Ask participants:

What do you think the expert trap looks like in practice?

Say: The expert trap can be seen when a provider communicates to the person considering a change that their professional expertise is sufficient to solve the person’s problem. For a provider to avoid this trap, they need to let go of the assumption that they have, or are supposed to have, and need to provide all the answers FOR the client.

Do: Conduct the following activity.

- Ask the group (with the whole group together not paired with partners) to consider the characteristics of the person they identified as supporting the successful change they talked about in the previous module.
- How did this person partner with you?
- What did it feel like to have the person partner with you?
- How would you describe the opposite of this partnership?

Ask for volunteers to share their responses. Highlight verbally the partnership characteristics that were identified by participants. Remind participants that power differentials naturally exists in some relationships, for example, parents and children, teachers and students, and practitioners and clients. Highlight that exhibiting the characteristics of partnership can help to minimize this power differential and create a trusting relationship where the person making a change is valued for their expertise and experience and the practitioner is viewed as a guide through the change process.

Examples of partnership characteristics (use if needed):

- Listening without interrupting
- Asking for your input and ideas
- Not just telling me what to do or how to behave
- Asking questions to better understand my point of view

Refer to the list of qualities and characteristics participants identified among the people who supported their change in the Module 1 activity. Make the connection that many of the characteristics they just identified correspond with those they identified in the Module 1 activity. People who we think of as supporters of change in our own lives often embody these partnership characteristics – that's why we experienced them as a support.



Core Message: Genuine acceptance means accepting the person regardless of their choices and behaviors.

Say: Acceptance is the second element of the spirit of MI. You may be familiar with the concept of unconditional positive regard; acceptance in MI conveys a similar idea. We accept someone exactly as they are and where they are. Acceptance shows that we have respect for the person's freedom of choice.

Acceptance is comprised of:

- *Absolute Worth:* believing the person making the change has inherent worth, that they deserve respect, and should be treated with dignity.
- *Empathy:* provider seeks to understand the person making the change's point of view, experiences, and emotions, including any deeper meanings that may not be explicitly said.
- *Autonomy:* respecting that the person making the change is in control of the change and the change process. The practitioner encourages the person to be responsible for making the change and recognizes that that change may not occur in the way or on the schedule that the practitioner would like. In fact, it may not happen at all, but autonomy means that the practitioner accepts and respects the person's decision.

- *Affirmation*: recognizing and highlighting the strengths and positive characteristics of the person making the change, particularly the things that relate to and may support their change. Affirmation helps convey the practitioner's belief in the person's ability to make the change. We'll talk more about affirmations in an upcoming module and the techniques associated with giving affirmations.

Conveying acceptance to someone who is doing what we think they should do is relatively easy. However, it's not realistic to think that every person we work with will take the steps, the way we'd like on the timeline we'd like. We accept them anyway. Acceptance does not equate to approval or agreement. It does mean that we are still going to be with them as they go through the change process.

Do: Ask participants (with the whole group together not paired with partners):
Who in your life supports and accepts you for the person you are?
What does being truly accepted allow you to do?

Ask for volunteers to share their responses. Highlight how acceptance helps build a trusting and supportive relationship, how it allows people to try new things and take steps toward change without feeling judged if things don't go well, and how it facilitates discussion of fears and concerns and provides an opportunity for problem solving.

Trainer notes: Refer to the list of qualities and characteristics participants identified among the people who supported their change in the Module 1 activity. Make the connection that many of the characteristics relate to acceptance. People who we think of as supporters of change in our own lives often accept us fully which is what, in part, allows us to trust them.



Core Message: Compassion prioritizes the person’s welfare and gives priority to their needs.

Say: Compassion is the third element of the spirit of MI. According to Miller and Rollnick, “Compassion is a deliberate commitment to pursue the welfare and best interests of the other”. Compassion in MI refers to the needs of the person making the change being first and foremost. Practitioners seek to understand the person's values and experiences without judgment of the person's thoughts, behaviors or actions. We do this even if these conflict with our own ideas about the change and what we think is best for the person. Compassion includes seeking to understand the other person’s point of view which allows us to suspend judgement and blame, and instead recognize the experience, values, and motivations of the other person.

Do: Ask participants:

Think about the change you identified in Module 1, how did others show compassion for you during that time?

How did it feel to be shown compassion?

In what ways did the compassion from others enable you to make a change?

Ask for volunteers to share their responses. Highlight how compassion helps people feel supported and how it can help you feel more compassionate towards yourself.

Trainer notes: Refer to the list of qualities and characteristics participants identified among the people who supported their change in the Module 1 activity. Make the connection that many of the characteristics relate to compassion. People who we think of as supporters of change in our own lives often offer us compassion which allows us to trust them as they are looking out for our welfare and needs.



EVOCATION



*You have what you need and together
we will find it.*



Core Message: The resources and motivation for change already exist within the person making the change.

Say: Evocation is the fourth component of the spirit of MI. It is when the practitioner elicits from the person making a change the reasons for the change and ideas about how the change will happen. It conveys to the person that you know they have the resources and motivation within themselves to successfully make the change. The practitioner listens with curiosity and patience and does not offer their own ideas or opinions. The reasons and the process for change will come from the person making the change. Also, people are more likely to change if they come up with the reasons themselves.

As we saw when discussing the other three elements of MI spirit, practitioners who partner with, accept, and show compassion build relationships that facilitate the evoking and drawing out of information related to the person's change. Certain skills, such as using open ended questions, can also help with evocation. We'll talk more about these skills in a later module.

Do: Ask participants:

Think about the change you identified in Module 1, identify at least two ways the person or people who supported you evoked or drew out your reasons for change or the process you used to make the change.

Ask for volunteers to share their responses. Highlight how evocation helps people feel confident that they have it within themselves to be able to make the change.

Trainer notes: Refer to the list of qualities and characteristics participants identified among the people who supported their change in the Module 1 activity. Make the connection that many of the characteristics relate to evocation. People who we think of as supporters of change in our own lives often help to draw out of us our own ideas which helps build our confidence and belief in ourselves.

ACTIVITY

Self-Reflection

3 minutes

Independently, think about the following questions and be ready to share with the group.

1. Which element(s) of MI spirit best fits with how you currently work?
2. Which element(s) might pose some challenges to how you currently work?
3. Why might you be interested in bringing all MI spirit elements to your work?

Say: Take a moment to think about how we're already embodying the spirit of MI in our work and how we can grow to more fully convey the spirit.

Do: Ask the group to spend about three minutes independently answering the three questions on the slide.

1. Which element(s) of MI spirit best fits with how you currently work?
2. Which element(s) might pose some challenges to how you currently work?
3. Why might you be interested in bringing all MI spirit elements to your work?

After three minutes, ask for volunteers to share their responses. Explore where and in what ways there is a good fit between their current work and MI spirit and where there are some challenges.

ACTIVITY

Taste of Motivational Interviewing

3 minutes

Pair up: 1 Speaker, 1 Listener

Speaker: Identify something about yourself you want to change - something you're ambivalent about.

Listener:

1. Listen carefully with a goal of understanding the dilemma, give NO advice.
2. Ask these questions: Why do you want to make this change? How might you go about it, in order to succeed? What are the three best reasons to do it? On a scale from 0 to 10, how important would you say it is for you to make this change?
Follow-up: And why are you at ___ and not zero?
3. Give a short summary/reflection of the speaker's motivations for change.
4. Ask: "So what do you think you'll do?" and just listen.

Say: Before we wrap up for today, let's do an exercise that will allow you to "feel" the motivational interviewing approach and how it differs from other approaches including the directing approach we talked about in the last session. Also think about how this approach embodies the spirit of MI. This activity is called a Taste of Motivational Interviewing.

Do: Pair up and identify one speaker and one listener, if time allows you can switch roles.

The speaker will identify something they are considering or thinking about changing. This can be something you think you need to change, should change, have been thinking about changing but you haven't changed yet. It should be something you feel two ways about, that is, something you're ambivalent about.

The listener will listen carefully with the goal of understanding. The listener should not give advice, persuade, or try to fix anything. Resist the righting reflex. The listener will ask these four open questions and listen with interest:

1. Why would you want to make this change?
2. How might you go about making this change, in order to succeed?
3. What are the three best reasons to do it?

4. On a scale from 0 to 10 where 0 is not at all important and 10 is extremely important, how important would you say it is for you to make this change?
 - a. Follow-up Question: And why are you at ___ and not zero?

After listening carefully:

- Give a short summary of the speaker's motivations for change.
- Then ask: "So what do you think you'll do?" and just listen

At the conclusion of the activity, process with the group using the following questions:

From the speaker's perspective:

- What was your experience like?
- What were some ways that your partner showed they were listening?

From the listener's perspective:

- What information did you get from your partner?
- What was it like to not give advice or guidance?
- How do you think this exchange demonstrated the spirit of MI?

Say: Before our next session, practice the Taste of Motivational Interviewing with someone you're providing services to. Note your experience using this approach. How was the exchange similar or different from other conversations you've had with this person?

Trainer notes: Highlight how the elements of the spirit of MI come through in this exercise. Emphasize the benefits to the relationship of using MI approaches and how they help build internal motivation for the person considering the change.



Say: This module highlighted a way of being with people that supports change and makes up the spirit of MI. These include partnership, acceptance, compassion, and evocation. They allow us to build a solid relationship with the person making the change and convey that we recognize:

- The person making the change is the expert in their own lives,
- They have value and we support their autonomy,
- We work in service of them, and
- They have the wisdom and resources within them to make the change.

The spirit of MI is just as important as the techniques you're going to learn about in the upcoming modules. As we get into some of the specific skills, it will be important to remember that those skills won't have the intended outcomes if they aren't paired with the spirit.

Coming in our next module, we will begin to focus on the concrete methods and processes of MI.



Say: What questions or comments do you have?

Module 3: The Processes of Motivational Interviewing

Time Needed: 60 minutes

This session discusses the structure of motivational interviewing and the processes and methods it uses.

By the end of this module, participants will be able to:

1. Define the four processes of motivational interviewing
2. Differentiate between sustain talk and change talk
3. Practice assessing motivation for change using the DARN-CAT
4. Develop strategies for moving from change talk to planning

Materials Needed:

Slide Deck

DARN Ruler Handout

Activities:

- DARN Ruler
- Recognizing DARN-CAT Talk
- Practicing the DARN Ruler

Video:

Focusing In MI

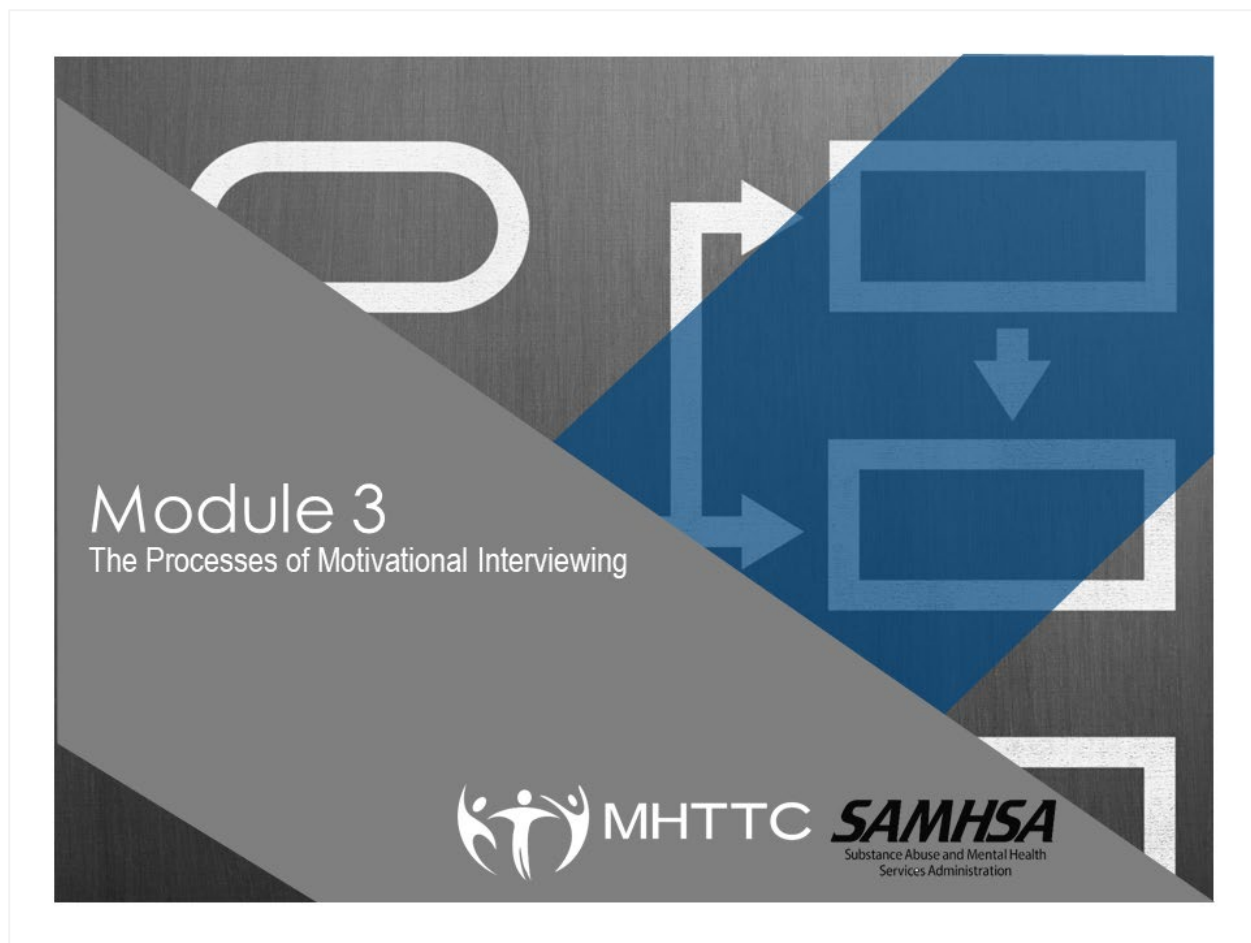
https://youtu.be/3WmsuZ_X8HE?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC

Evoking In MI

<https://youtu.be/lrRKAryNM4?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>

Resource:

(none)



Say: During the last session we talked about the spirit of MI and how critical embodying the spirit is. During this module we will begin to build on the spirit and talk about the processes of MI and specifically the methods used in MI. Let's start with a brief review of the last module.

REVIEW

Module 2

Partnership
Acceptance
Compassion
Evocation

1. MI is a collaborative approach, power is shared
2. We respect the person and their freedom of choice
3. The needs of the person making the change are most important, avoid judgement
4. The individual making the change has the motivation and resources to do so

Say: During the last session we discussed the four factors that make up the spirit of MI. The first factor is partnership or doing 'with' and not 'for' or 'to' someone. There is a collaborative approach used in MI and power is shared. The practitioner values the person's expertise about themselves and recognizes that the person making the change is the expert in their own life.

The second factor is acceptance which conveys we respect the person and their freedom of choice. It's made up of four components:

- *Absolute Worth* or believing that the person making the change has inherent worth and that they deserve respect and to be treated with dignity.
- *Empathy* or seeking to understand the person making the change's point of view, experiences, and emotions, including any deeper meanings that may not be explicitly stated.
- *Autonomy* or respecting that the person making the change is in control of the change and the change process. The practitioner accepts and respects the person's decisions.
- *Affirmation* or recognizing and highlighting the strengths and positive characteristics of the person making the change, particularly the things that relate to and may support the change they are considering.

The third factor is compassion and refers to the needs of the person making the change being first and foremost. Practitioners seek to understand the person's values and experiences without judgment. We do this even if these conflict with our own ideas about the change and what we think is best for the person.

The fourth factor is evocation in which the practitioner elicits from the person making a change the reasons for the change and ideas about how the change will happen. This conveys to the person that you know they have the resources and motivation within themselves to be successful.

Embracing these factors will facilitate and support the person making a change. They are a critical component of motivational interviewing.

Do: Ask participants:

What was the most important thing you took away from Module 2?

How did your work with participants change based on what you learned in Module 2?

What questions do you have about what was covered in Module 2?

ACTIVITY

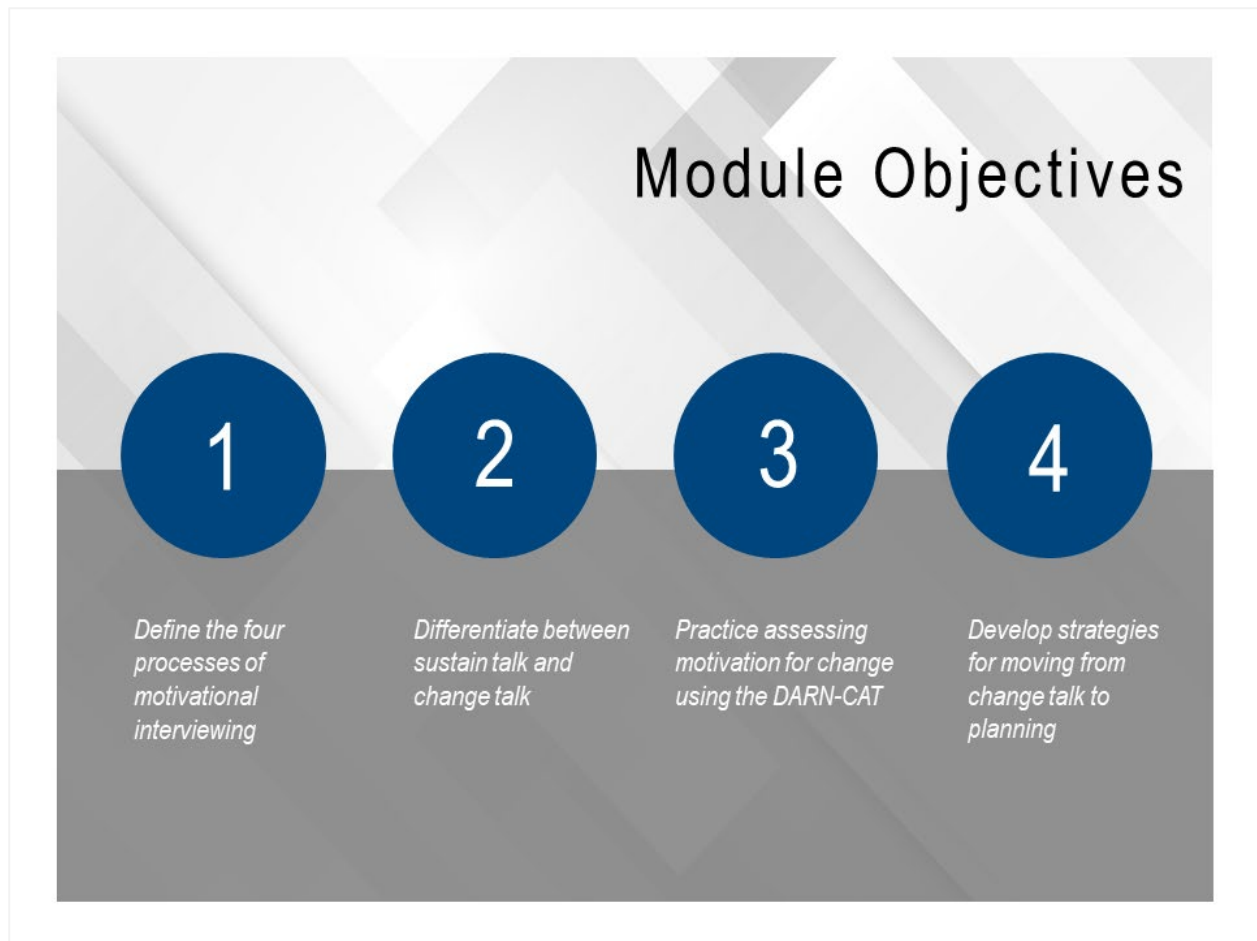
Taste of Motivational Interviewing

1. Describe your experience using the taste of MI.
2. What information were you able to gather from the conversation?
3. How did this experience compare to other conversations you've had with them?
4. How did this experience help to convey the spirit of MI?

Say: At the end of the last module we experienced a taste of MI and asked you to try the activity with someone you're providing services to. You were to note your experience using the approach and how the exchange was similar or different from other conversations you've had with the person.

Do: Ask participants:

- Describe your experience using the taste of MI with someone you work with.
- What information were you able to gather from the conversation?
- How did this experience compare to other conversations you've had with them?
- How did this experience help to convey the spirit of MI?



Say: Today we're going to begin talking about the structure of motivational interviewing and the processes and methods it uses. You'll notice that the processes and methods overlap and fit with the spirit. They need to be used together for motivational interviewing to be effective.

At the end of this module, you will be able to:

1. Define the four processes of motivational interviewing
2. Differentiate between sustain talk and change talk
3. Practice assessing motivation for change using the DARN-CAT
4. Develop strategies for moving from change talk to planning

WHY?

Core Message: Motivation for change comes from the person's 'why'.

Say: As providers we are often very skilled at helping people think about *how* to make changes. We can help connect people with resources, we can provide information, and develop a goal plan. Sometimes, however, we forget to ask people about their 'why' for the change. We don't always ask about the meaning behind the change or the reasons someone wants to make a change. Getting at this why is critically important in helping to build internal motivation. The four key processes that we'll talk about today help to get at someone's 'why'.

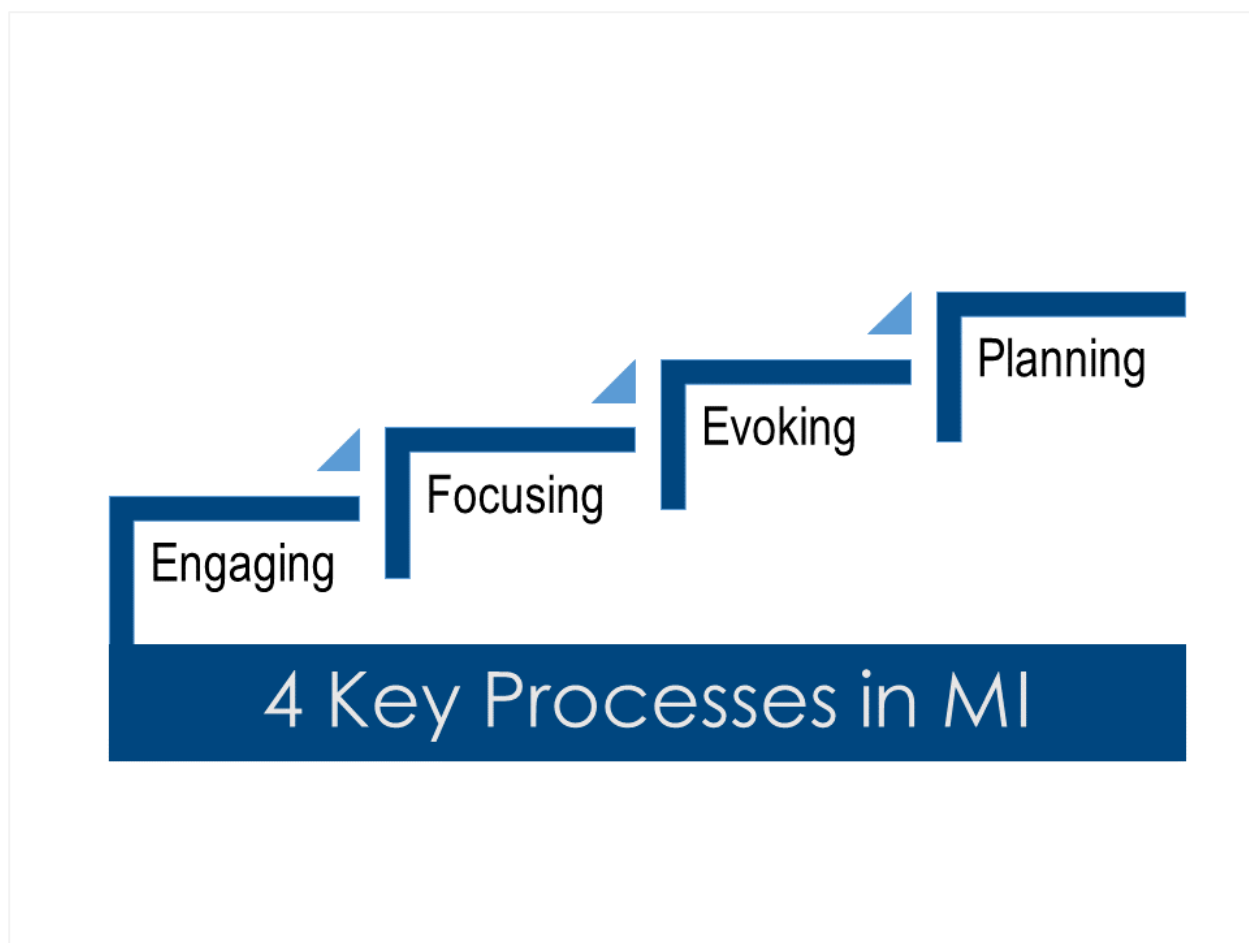
You can think about this in your own life. If I ask you *how* you do your job you may tell me about the skills you use or the activities you do. If I ask you *why* you do your job you're likely to share internal and external motivations for your work. For example, you may say you want to help people, an internal reason, or it helps to pay the bills, an external reason. Either way your 'why' is about who you are and your values. These are your motivations for continuing in your work. If there is a mismatch between your values and your actions, you may consider making a change and this move to align your values or your 'why' with your actions creates motivation for change.

Do: Ask participants:

- Why are you here today?
- Why do you care about learning MI?
- Why is it important to do you're your work today?
- How does your why align with your values?

After the activity, ask for volunteers to discuss their responses. Make the connection to why this type of discussion might be helpful with individuals who are making a change?

Trainer notes: People's reasons for change are related to their why. Their why needs to be clear before we move into the how.



Say: Helping people identify their why and build their motivation for change is supported by the four key processes of MI. The processes help make your work with the individual making a change strategic and purposeful. These processes follow a logical sequence, as each builds on the one before, but they also overlap, and you will likely circle back to previous processes throughout the helping relationship.

Often in our work we focus heavily on the planning process – the how. We focus on the actions the person will take to make a change. As we review each of the processes in the upcoming slides, you'll see how important it is that you also focus on the other processes as well.

As we discuss each of these processes, think about a person or people that you have, or are, supporting to make a change and see if you can identify actions you've taken that represent the difference processes.



Engaging

Listening, showing empathy, being person-centered,
seeking to understand other's perspective

Core Message: Effective engagement helps to create and build a trusting relationship.

Say: The first process we'll talk about is engaging. Engaging involves listening, showing empathy, being person-centered, and seeking to understand the person's perspective. This approach helps to create a working alliance and build trust. Engaging is a necessary first step as it creates the relational foundation for your work.

Engaging includes both a communication style and the spirit of MI. Engaging aligns with the spirit as it helps to create a successful partnership and convey acceptance. Engaging also highlights some of the things providers should avoid. Providers want to listen empathically without trying to "fix" or find solutions. In other words, you want to resist the righting reflex we talked about in Module 2. You also want to resist using a directing style, like we talked about in Module 1. In terms of a communication style, while focused on engaging, practitioners should avoid fact gathering. This is a time when the practitioner is just connecting with the individual and building that relationship. Replace questions or fact gathering with reflections – which we'll talk more about in Modules 4 and 5.

Think about these questions related to engagement:

- How comfortable is the person when talking to me?
- Do I understand the person's perspective and concerns?
- How supportive am I being?

Do: Ask participants:

- Think about a time when you started a new voluntary activity – it could be a sports club, a book club, another mutual interest club, activity, or association, a religious or spiritual community, or a support group or therapy. After the first time you went, what contributed to your decision to return?

As the group identifies these factors, write them down. Refer to these factors as part of the discussion of the next slide when you review the five factors that promote engagement.

Trainer notes: If the group is unable to identify factors that helped them decide to return, use an example of your own. A possible example is starting yoga classes for the first time. The factors that contributed to wanting to return might include friendly, welcoming staff/teachers, not feeling judged, teachers being genuinely interested in helping you understand the poses, a clean and relaxing environment, a water cooler, etc.



Goals and
Desires

Importance

Expectations

Positivity

Hope

Factors That Promote Engagement

Core Message: Effective engagement encourages the person making a change to connect with you and makes it more likely they will return to continue the process.

Say: There are several factors that promote engagement and encourage the person making a change to connect with you and be willing to open up. Perhaps you identified some of these factors in the previous activity. Let's take a look.

Miller and Rollnick identify five basic strategies that can facilitate engagement:

- *Goals and Desires:* You want to convey to the person that you are interested in supporting them in a change they want to make. You acknowledge they are the expert in their change, and they will take the lead in this process. You will guide them, but not direct them. In order to do this, you need to understand the person's goals and desires. Why is the person coming to see you now? What do they want out of their work with you? Ask and listen to the person describe their goals and what they wish to change and accomplish.
- *Importance:* You can further build an alliance with the person by understanding the importance of the goal for the person making the change and letting them know that their goal is important to you as well.

- *Expectations*: Provide the person with some sense of what they can expect from their work with you. Orient them to the process and make certain to describe both your and the person's roles and responsibilities. This will help ensure that you are both on the same page which can facilitate engagement.
- *Positivity*: Look for what you can genuinely appreciate and comment positively on related to the person making the change.
- *Offer Hope*: Present a hopeful picture of the changes you believe the person can make and how you can support them in making the change. Optimism and positivity are similar in that they both convey that you believe in the person's ability to achieve their goal or make their desired change.

Finally, consider offering the person a cup of coffee. This isn't one of the factors that Miller and Rollnick identify but this concrete action can communicate a level of welcome and care that can be quite powerful and support engagement. Of course, it doesn't have to be a cup of coffee – but thinking about a concrete way to show you value and appreciate the person and that you are there for them can help build your partnership.

Do: Return to the list of factors identified in the previous exercise, ask participants:

- In what ways do the factors you identified as supporting your connection to a new activity align with the factors that promote engagement?

Facilitate a brief discussion about the factors and how they can support building engagement.



https://www.youtube.com/watch?list=PL1UDVLmMXEEdivofbgt4d6sLAe5pulbPC&v=3WmsuZ_X8HE&feature=youtu.be

Core Message: Focusing helps to clarify the person’s change goal.

Say: Next we’re going to discuss the process of focusing. The purpose of focusing is to clarify and hone in on the person’s goal for change. This helps set a clear direction or target for your work together. Remember that it is up to the person what it is they would like to focus on. The practitioner should respect the person’s autonomy and be there as a partner.

Think about the following questions:

- What are the person’s goals for change?
- Are we working together with a common purpose?
- Do I have different ideas about what this person should focus on?
- Do I have a clear sense of where we are going? Does the person?

In the process of focusing, you will work with the person to explore their target behavior. Sometimes the person knows exactly what they want to change and sometimes they need to go through some more exploration. A common pitfall at this stage can be to jump too quickly to identifying the change and how it can be made. If a practitioner brings their own agenda into this process it can unintentionally direct the focusing process away from the individual’s own desired change. Make sure to allow time and

space to help the person decide what is important to them and where they want to focus in your work together. If the person identifies several areas for change, you can help by assisting the person to prioritize those areas and identify a place to begin. Having a strong relational foundation that you've built through engaging will be very important in the focusing process. If trust and a strong working alliance aren't there, focusing and the following processes will not be successful.

Do: Watch the video clip on focusing, then ask participants:

- What is the target behavior?
- How do we know this is the target behavior?
- What are some of the ways that Ken is helping PJ to focus?

Video link:

https://youtu.be/3WmsuZ_X8HE?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC



Core Message: Evoking draws out the person's own motivation for change.

Say: Now that the person is focused on a change goal, the next process is evoking. Evoking elicits the person's own intrinsic motivations and ideas for change. The provider helps the person identify *why* they might change - identifying and putting into their own words the reasons for change. The provider wants to listen closely to what the person is sharing to be able to hear words and phrases that suggest a desire, willingness, need, or ability to change. When you hear these things, you'll want to reinforce them to help build motivation for change. The provider should also listen for words and phrases that suggest ambivalence, reluctance, fear, or lack of confidence about the change. In the next slide and in the upcoming modules, we are going to go over useful techniques that will help you draw out information during this evoking process and what to do when the person is talking against making the change. But before we get to those, let's watch a brief video to demonstrate what evoking can look like in a discussion with someone.

Do: Ask for participants to look for examples of evoking and motivations that are identified.

- What did Ken say or do to help evoke PJ's motivations for change?
- What did PJ say that let you know she was sharing motivations?
- What motivations did PJ share?

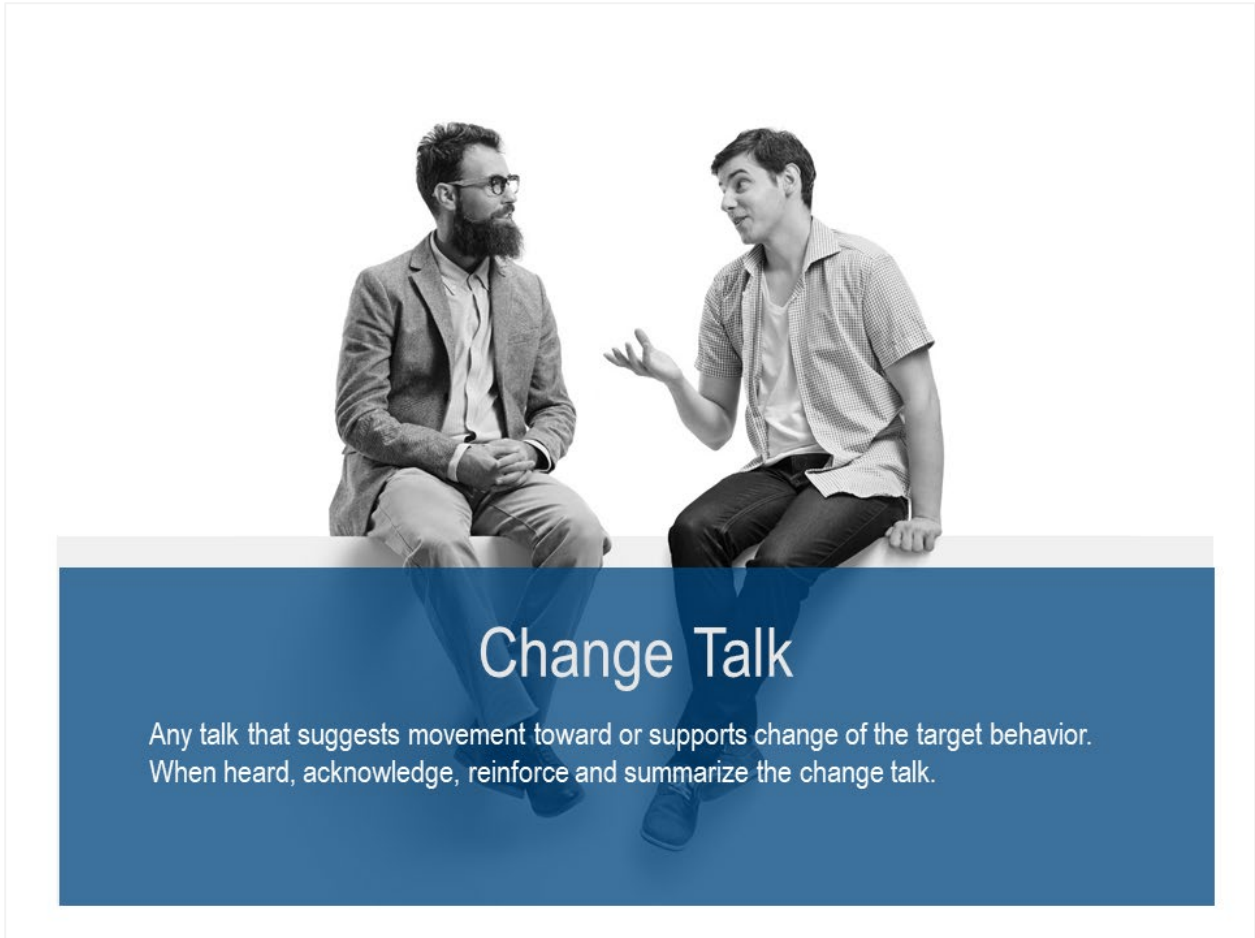
Video Link:

<https://youtu.be/lrRKArUyNM4?list=PL1UDVLmMXEEdivofbgt4d6sLAe5pulbPC>



Change Talk – Sustain Talk

Say: In the video we just watched, we talked about how you recognized the person's motivations for making a change. People use various words and phrases to convey their reasons for making a change. Sometimes they also share reasons against making a change or for keeping things the same. In motivational interviewing these are referred to as change talk and sustain talk. Making a change is difficult and often we have reasons for changing and reasons for maintaining the status quo. This can sometimes feel like an internal tug of war. How the practitioner responds to both change talk and sustain talk can impact the likelihood of the change occurring.



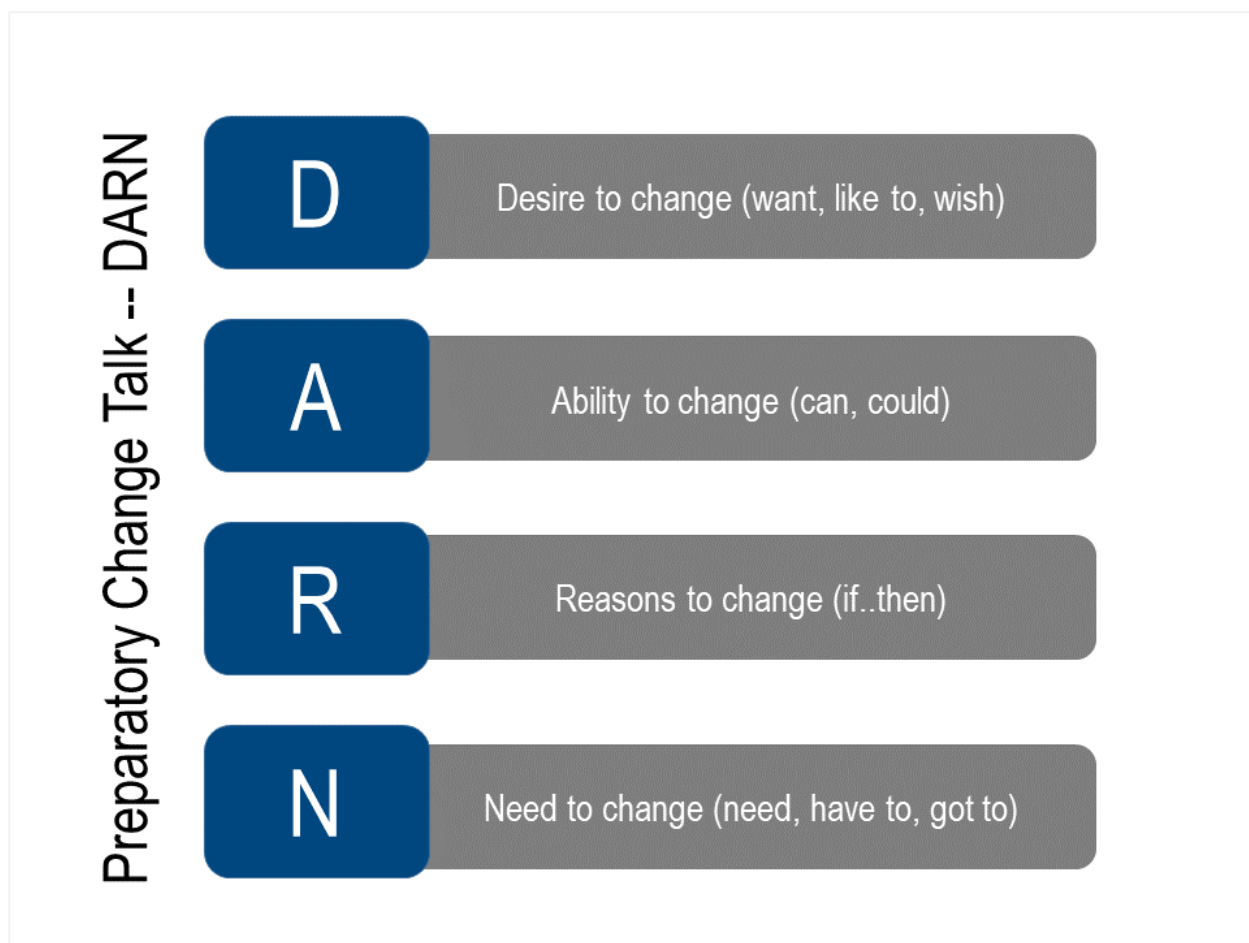
Change Talk

Any talk that suggests movement toward or supports change of the target behavior. When heard, acknowledge, reinforce and summarize the change talk.

Core Message: Change talk is any talk in the direction of change.

Say: Change talk is any talk from the person that favors movement toward or supports change of their target behavior. Change talk can express the person’s desires, ability, reasons, and need to change. It can also convey their optimism about making a change and the benefits of succeeding in this change.

The practitioner should acknowledge, reinforce, and summarize change talk when they hear it. For example, if a person who has been considering going back to school but has also expressed ambivalence about it shares that their new job has a requirement that they obtain their bachelor’s degree, the practitioner can highlight this person’s change talk. They could say: “It sounds like you might be thinking about returning to school sooner than expected because of the expectations of your new job”.



Say: There are two types of change talk. The first is preparatory change talk or discussion of the person’s desire, ability, reason, and need to change. Also know in MI by the acronym DARN. It’s important to understand the different types of change talk so you can recognize them when you hear them.

- D is the person’s desire to change. Desire for change can be identified by use of words like want, like to, or wish. It can sound like: “I want to reduce my bad cholesterol”; “I would like to get a better job”; “I wish I were more comfortable around people”; or “I hope to get A’s and B’s in school next year”. While desire for change is important, it is not absolutely necessary for change. People can make changes because they have to, even if they don’t want to.
- A is the person’s belief in their ability to make the change. When someone conveys their ability to change they may use words like can, could, able to, or possible. For example, you may hear things like, “I can get a job”; “I could quit drinking”; or “It’s possible for me to be in a romantic relationship”. Ability language suggests that the person believes that the change is possible for them to achieve.
- R is the person’s reasons for change. The reasons may sound like a rationale, justification, or motive for making the change. Reasons often come in the form of if/then statements. For example, “If I went back to school, then I could probably

get a higher paying job”; “If I stop smoking, I will be able to save the money I’m spending on cigarettes”; or “If I lose weight, I will be able to have better control over my diabetes”.

- N is the person’s need to change and highlights the overall importance or the person’s urgency to change. Need statements don’t say specifically why change is important but instead convey a general level of need. You may hear words like I need to, have to, or can’t keep. For example, people may say things like, “I’ve got to get a new job”; “I can’t keep going on in this relationship”; or “I must stop using drugs”.

You want to be listening for this change talk and reinforcing it as you hear it.

Preparatory Change Talk -- DARN

D

I want to reduce my bad cholesterol.

A

I can get a job.

R

If I went back to school, then I could probably get a higher paying job.

N

I've got to get a new job.

ACTIVITY

DARN Ruler

One Volunteer

Think about a change you are considering making.

1. Take out the DARN ruler handout.
2. Scale of 1 to 10, with 1 being the lowest and 10 the highest, what is your desire to make the change? **(D)**
3. What is your ability to make the change? **(A)**
4. How strong are your reasons for change? **(R)**
5. How strong is your need for change? **(N)**

The item with the lowest score may be the area holding you back!

Say: It can also be helpful to gauge where people are in their change process as it relates to desire, ability, reason, and need. The DARN Ruler activity can help you understand where a person is regarding their motivation and identify activities to help deepen their commitment to change.

Now let's do an activity. I'm going to demonstrate the activity with one participant, while you complete the activity along with us.

Do: Ask for one volunteer to do this with you while the others complete the steps for themselves while in their seats. Ask participants to think about a change they are considering making. This should be a change they are still debating making, not one they've already committed to making.

- Take out the DARN ruler.
- On a scale from 1 to 10, with 1 being the lowest and 10 the highest, what is your desire to make the change? Mark your score on the ruler designating it with a D.
- What is your ability to make the change? Mark your score with an A.
- How strong are your reasons for change? Mark your score with an R.
- How strong is your need for change? Mark your score with an N.

The item with the lowest score may be the area that is holding you back from making the change.

Explore this area further by asking:

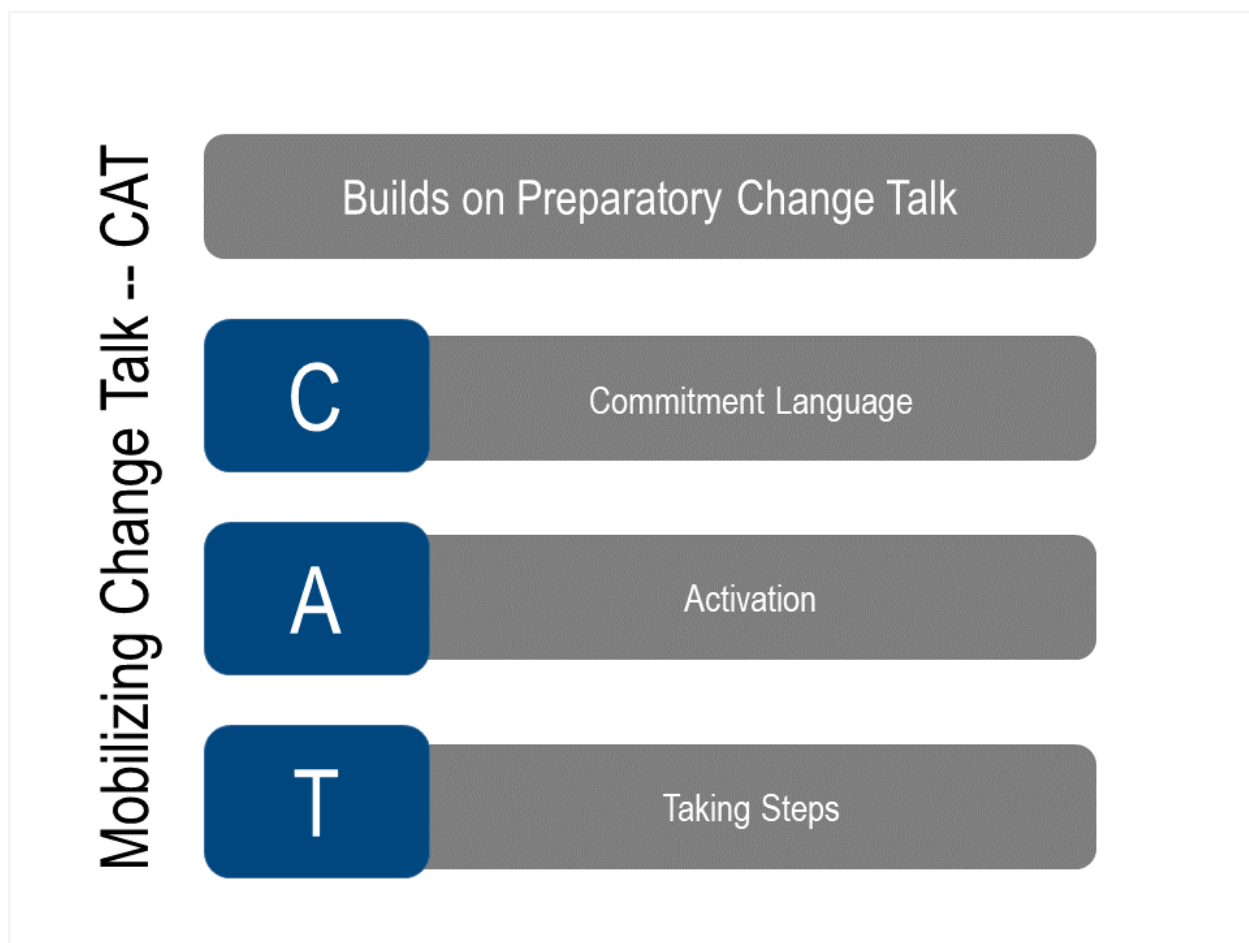
You identified that you were a (number) on the (indicate the area that was lowest)...

- Why did you not choose a (number lower than the number they indicated)?
- Why did you not choose a (number one number higher than they indicated)?
- What would it take to get you to a (number one number higher than they indicated).

Say: The first and third questions are intended to elicit change talk, while the second allows the person to express fears or concerns about the change.

The area with the lowest score may be why you haven't made the change yet. Probing these scores can help identify skills or knowledge gaps that can be further explored. For example, if the low score is related to ABILITY, the person may not feel they can make the change. You could address this by asking the individual to talk about how they have made successful changes in the past and how some of these same skills could apply to this change. If the low score is related to REASON, the person may not see a clear connection between making the change and a desired outcome. Explore connections between the possible change and outcomes the person is motivated towards.

Trainer notes: Refer participants to the resources section of their manual for a copy of the DARN ruler.



Say: The components of DARN represent preparatory change talk, there is also mobilizing change talk. Mobilizing change talk builds on preparatory change talk and includes commitment language, activation language, and taking steps. In MI these go by the acronym CAT. Just like with preparatory change talk, it's important to be able to recognize mobilizing change talk so you can reinforce it.

- Commitment language is words and phrases that indicate the person has the intention or has made the decision to make the change. Commitment language can sound like I will, I am going to, I intend to statements – “I will submit applications for a new job” or “I intend to drink tea instead of coffee in the morning to reduce the amount of caffeine I drink”.
- Activation language conveys the person’s willingness and readiness to change. Activation language can sound like I am ready, planning, prepared, and/or willing to make the change. You might hear statements like, “I’m ready to lose weight” or “I’m prepared to stop drinking”.

Whereas DARN statements tend to be shared more when someone is still deciding to make a change, CAT statements suggest that the person is ready to take action.

Mobilizing Change Talk -- CAT

Builds on Preparatory Change Talk

C

I will submit applications for a new job.

A

I'm ready to lose weight.

T

I collected applications from stores in town.

ACTIVITY

Recognizing DARN-CAT Talk

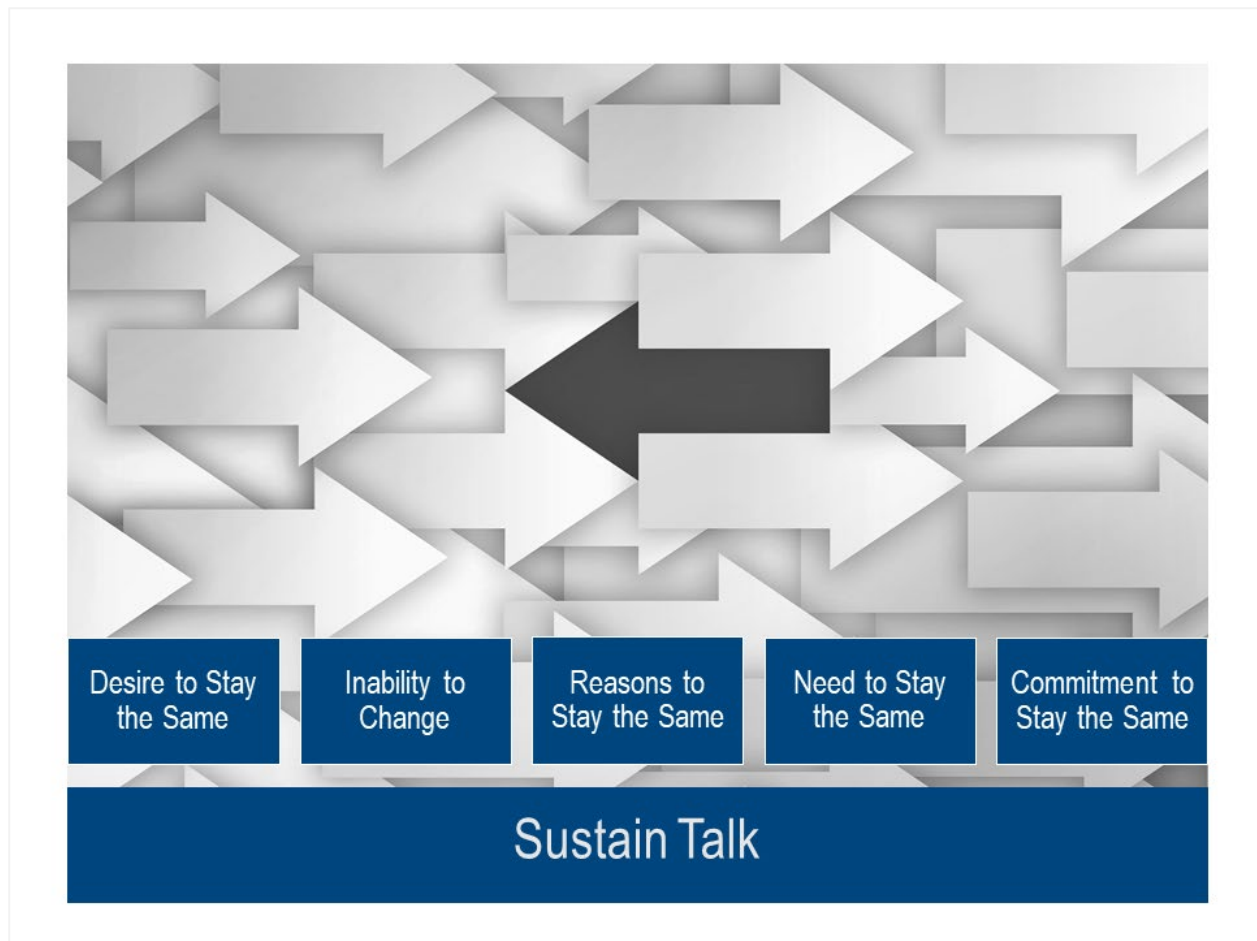
Which part of the DARN-CAT is being conveyed? Why?

1. I think I could quit.
2. I've got to do something about my drinking.
3. I want to recover from my illness.
4. I want to get my kids back, and I can't do that unless I quit drinking.
5. I'd like to have better control of my drinking.
6. I'm going to stop using.
7. I am ready to lose weight.
8. I redid my resume yesterday.

Say: Now that we looked at the DARN preparatory change talk and the CAT mobilizing change talk, let's do a brief activity to see if you can identify what type of change talk is being shared. Look closely at the verbs being used as these will help you to identifying the type of change talk.

Do: Read each of the statements on the slide and ask participants to indicate which part of the DARN-CAT is being conveyed. During the activity, ask participants to identify what about the statement let them know what type of change talk it is.

1. I think I could quit - Ability
2. I've got to do something about my drinking - Need
3. I want to recover from my illness - Desire
4. I want to get my kids back, and I can't do that unless I quit drinking – Reason (this might initially look like desire, but getting the kids back is actually the reason)
5. I'd like to have better control of my drinking - Desire
6. I'm going to stop using – Commitment language
7. I am ready to lose weight – Activation language
8. I redid my resume yesterday – Take steps

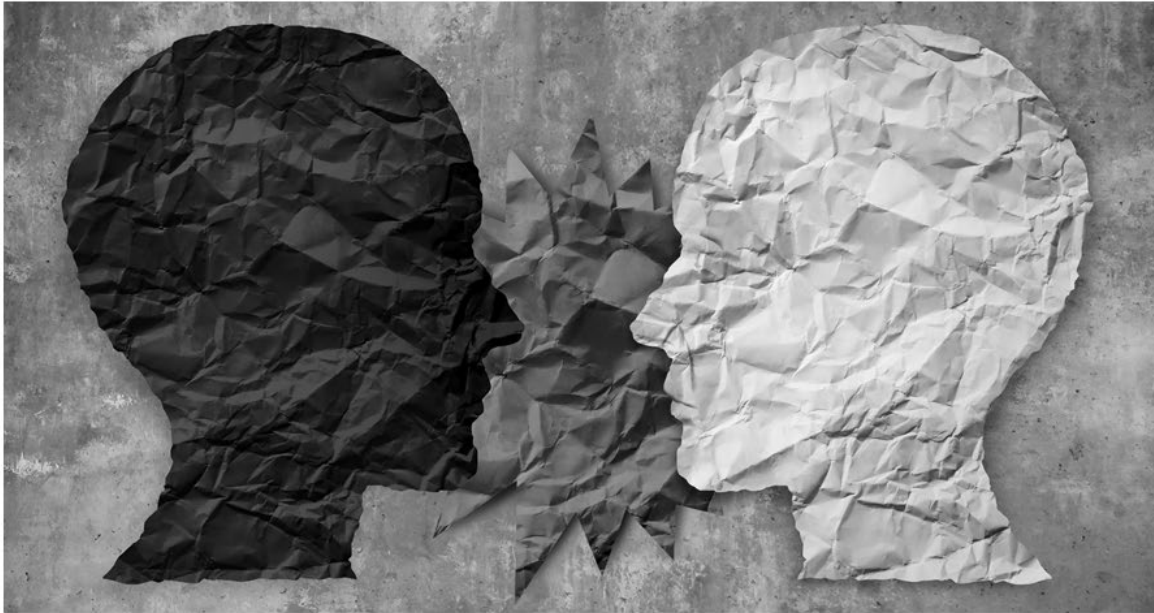


Core Message: Sustain talk is any language in favor of staying the same or against change.

Say: The opposite of change talk is sustain talk. Sustain talk is language that suggests not changing or staying the same. Sustain talk conveys a:

- Desire to stay the same or maintain the status quo. The person may not be interested in making a change. They may enjoy or want to continue their current behavior.
- Inability to change. The person may have a real or perceived belief that they can't change. They may want to make the change, but think they're unable or not ready.
- Reasons to stay the same or maintain the status quo. While the person may have some desire to change, they may not want to disrupt their life or they may perceive other undesirable consequences of making the change. They may also have positive reasons to continue the current behavior.
- Need to stay the same or not change. The person may not see a need to make a change.
- Commitment to stay the same or not change. The person may express a commitment to continue their current behavior and not make a change.

Change talk and sustain talk are often intertwined with each other. This can represent the ambivalence they're experiencing. Generally speaking, you want to avoid reinforcing or following-up on sustain talk.



Discord – Not being in agreement about next steps

Say: Discord is a normal reaction when feeling pressured or challenged to do something you are ambivalent about. Discord usually manifests as, “yes, but statements”. As practitioners, it is useful to view discord as feedback from the person to help us better understand and identify the types of strategies that might best help the person move toward their change goals. The practitioner may need to move back to evoking and use reflective listening skills. Discord can be viewed as the practitioner and the person making the change not being in agreement about next steps.

Change Plan

Techniques:

- Ask about the change – “how will this make your life better?”
- Key questions – “what might be the next step?”
- Pregnant pause – allowing person time to think
- Troubleshooting – exploring obstacles and options

Individuals need to be ready to make a change plan.

Say: Planning is the fourth process in MI. Planning includes the person making the change developing a commitment to change and creating a change plan. People with specific change plans are more likely to follow through with the change. Providers want to listen for change talk and help to strengthen the change talk to facilitate movement to the planning stage. Planning is not something done just once, it is an on-going process that you will need to revisit over time.

To help mobilize change talk in the direction of planning you can try some of these techniques:

- Ask the person questions about the change. For example, “how will this change make your life better?” or “what will your life look like after making this change?”. These questions may help the person visualize the impact of the change.
- Key questions are questions that ask in a non-committal way what the person could do to make the change. For example, “what might be the next step?”; “what do you think you’ll do?”; or “should we talk about some possibilities?”. These key questions help people to think about next steps.
- Pregnant pause is a strategy to use silence to allow the person time to think and reflect. Don’t be too quick to fill the silence. It can encourage the person to provide the information themselves and not expect you to fill in the gaps.

- Troubleshooting is an opportunity to explore the possible obstacles the person might encounter and plan for strategies to address these obstacles. Ask questions about what the person thinks might get in the way of their success. Discussing potential challenges and how the person can respond, also encourages mobilizing change talk which can lead to planning.

You have to be careful with moving too quickly to planning though, if you try to develop a change plan before the person is ready, you'll need to move back to engaging and evoking to strengthen the relationship and evoke more change talk. Also, be careful during the planning process to resist the righting reflex and make sure to emphasize autonomy.

ACTIVITY

Practicing the DARN Ruler

Prior to our next meeting

Identify someone you are working with who is considering making a change or stuck moving forward. Practice using the DARN ruler with them by:

1. Asking what change they are considering
2. Define DARN and what each area means
3. Together go through the DARN process
4. When finished, ask for their reflections

What did YOU learn through the experience? Be prepared to discuss with group next session.

Say: We learned about using the DARN ruler to gauge motivation to change today.

For the learning application, please do the following:

Identify someone you're working with who is considering making a change or has been stuck in moving forward with a change. Practice using the DARN ruler with them. Ask the person what change they are considering? Prior to getting started, define what DARN stands for and what each area means. Then go through the process that we used earlier. Review the slide on the DARN ruler to remind yourself of the process. After going through the process, ask the person for their reflections on what they learned by going through this process. Also note what you learned from the experience. Be prepared to discuss your experience during the next session.



SUMMARY
Module 3

Engaging
Focusing
Evoking
Planning

1. MI process follows a logical sequence
2. Each MI step builds on another, there is overlap
3. Build on change talk to enhance internal motivation
4. Notice sustain talk
5. Move individual towards making a change plan when THEY are ready

Say: We've covered a lot of material today. Building on the spirit of MI that we covered in the previous module, we talked this time about the processes of motivational interviewing. These are the methods that in combination with the spirit help move a person toward change. The four processes are engaging, focusing, evoking, and planning. Remember that while these processes can follow a logical sequence and build on each other, they also overlap and they are recursive and you will likely circle back to previous processes throughout your work together. We also reviewed change talk and sustain talk, how to recognize them when you hear them, and how to build on change talk to enhance internal motivation and move toward making a change plan. Also, remember that we can often jump too quickly to planning and if you do it can cause the person to push back against the change or injure your relationship. If this happens you can go back to engaging and evoking to help enhance your partnership and build more change talk.



Say: What questions or comments do you have?

Module 4

MI Skills: Part 1

Time Needed: 60 minutes

MI Skills: Open Ended Questions, Affirmations, and Simple Reflections

This module covers the basic interaction techniques and skills used in motivational interviewing.

By the end of this module, participants will be able to:

1. Identify the difference between open and closed ended questions
2. Use open ended questions to help elicit change talk from the person making the change
3. Generate behaviorally specific affirmations
4. Practice using simple reflections

Materials Needed:

Slide Deck

Activities:

- Review - DARN Ruler
- OARS - Simple Reflections
- OARS - Affirming Equally
- OARS - Practice

Video:

Open Ended Questions

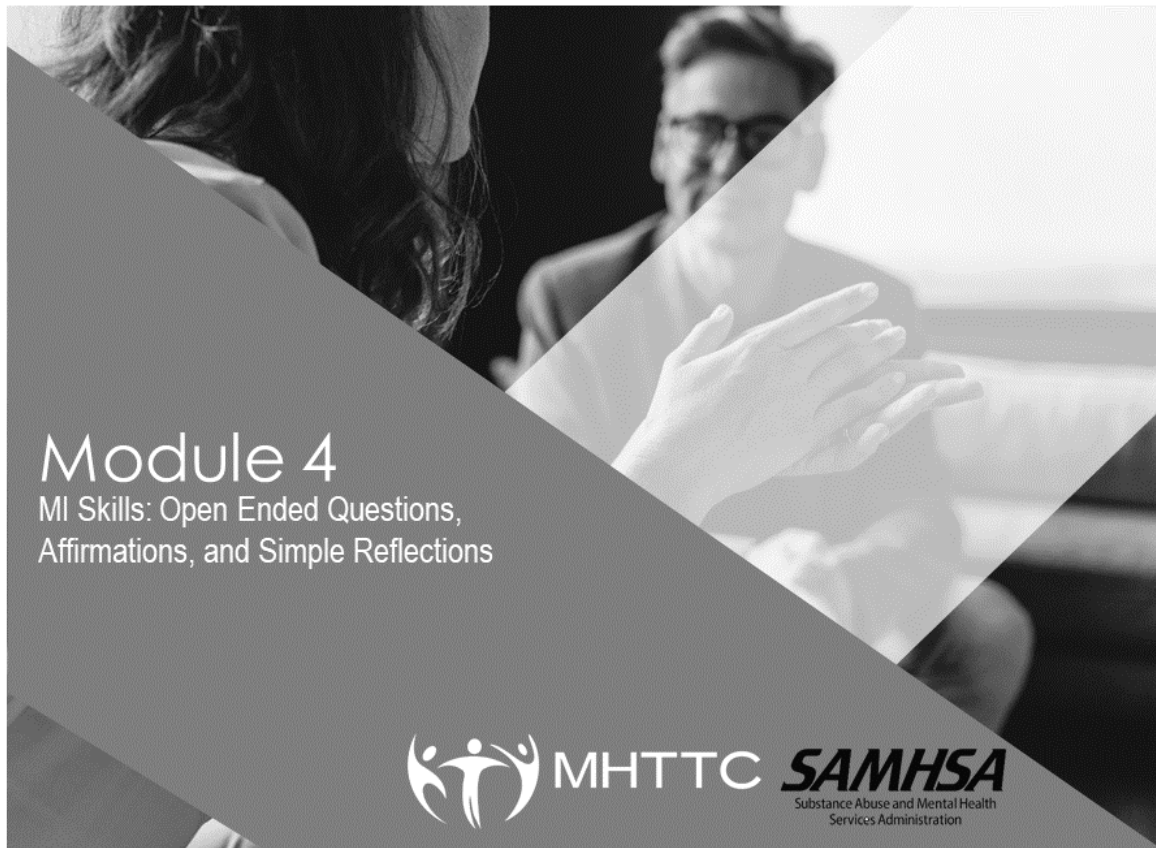
<https://youtu.be/Hip2gP6kSEw?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Simple and Complex Reflections

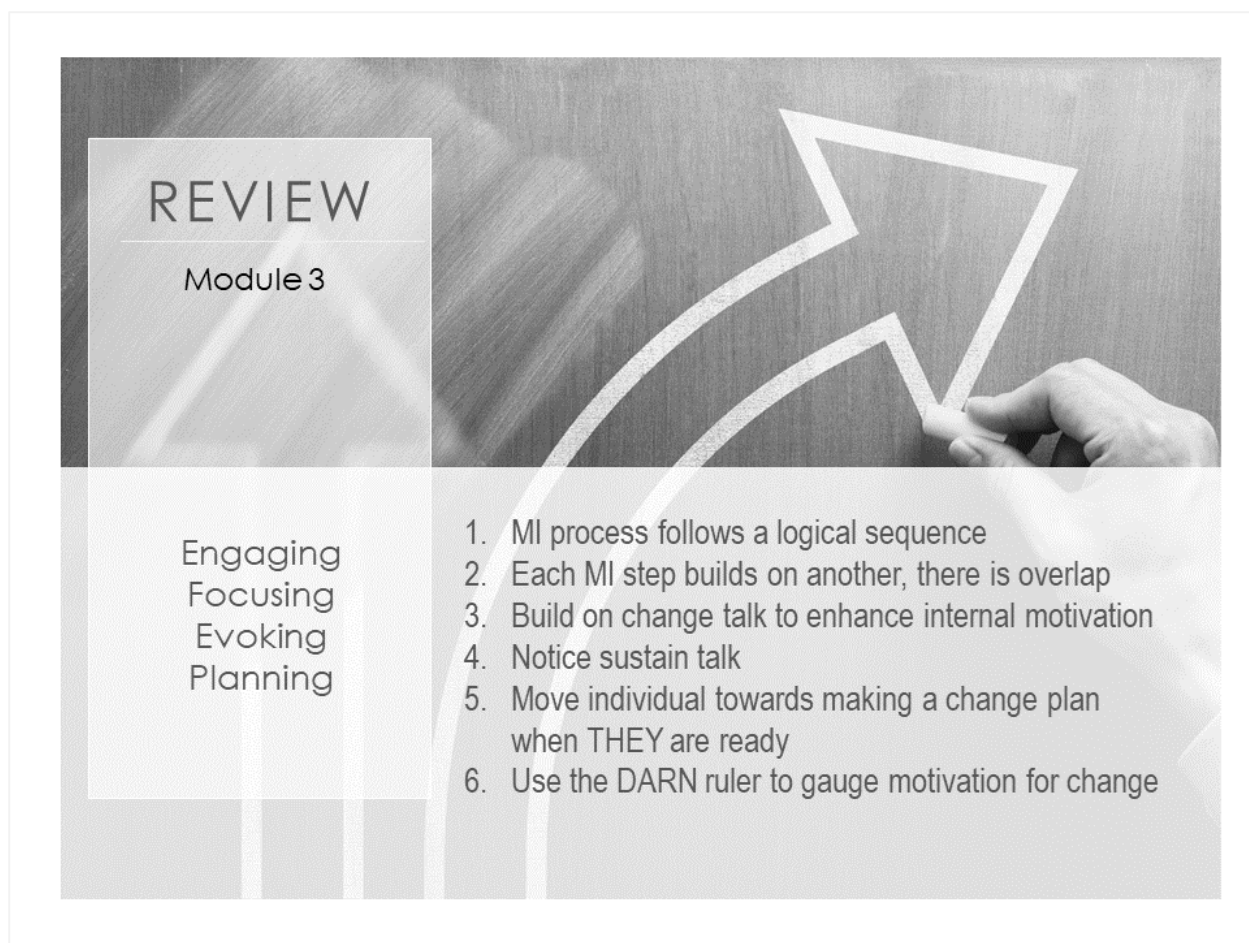
https://youtu.be/TbDG9W_iNTk?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC

Resource:

(none)



Say: In the previous modules we focused on the spirit of motivational interviewing and the processes of MI that help you connect with the person making the change and elicit from them internal motivation and movement toward change. During this module we'll begin to talk about the basic interaction techniques and skills used in motivational interviewing.



Say: Before we begin the new material, let's review what we discussed in Module 3. We talked about the four processes of MI or the processes that help move a person toward change. The four processes are engaging, focusing, evoking, and planning.

- Engaging involves listening, showing empathy, being person-centered, and seeking to understand the person's perspective. This approach helps to create a working alliance and build trust.
- Focusing helps to clarify the person's change goal and set a clear direction for your work together.
- Evoking elicits the person's own intrinsic motivations and ideas for change and helps the person identify *why* they might change - identifying and putting into their own words their reasons for change.
- Planning includes the person developing a commitment to change and creating a change plan.
-

Remember that while these processes can follow a logical sequence and build on each other, they also overlap and you will likely need to circle back to previous processes throughout your work together.

We also learned to differentiate between change talk and sustain talk. Change talk is any talk in the direction of change or supportive of change and sustain talk is any

language in favor of staying the same or against change. It is important to be able to recognize both when you hear them and build on change talk to enhance internal motivation and move toward making a change plan.

Do: Ask participants:

What was the most important thing you took away from Module 3?

How did your work with participants change based on what you learned in Module 3?

What questions do you have about what was covered in Module 3?

ACTIVITY

Review - DARN Ruler

1. What was your experience using the DARN ruler?
2. What did the person considering a change learn from using the DARN ruler?
3. What did you learn from using the DARN ruler with this person?
4. What were the person's lowest and highest scores and what do you think these scores mean regarding the person's motivation toward change?
5. How might knowing these scores and the information gained be helpful to the person considering the change?

Say: At the end of the last session you were asked to identify someone you're working with who is considering making a change or has been stuck in moving forward with a change and to practice using the DARN ruler with them. After going through the process, you were to ask the person for their reflections on what they learned by going through this process and note what you learned from the experience. So let's discuss.

Do: First review DARN. Ask a volunteer to define and describe what DARN means.

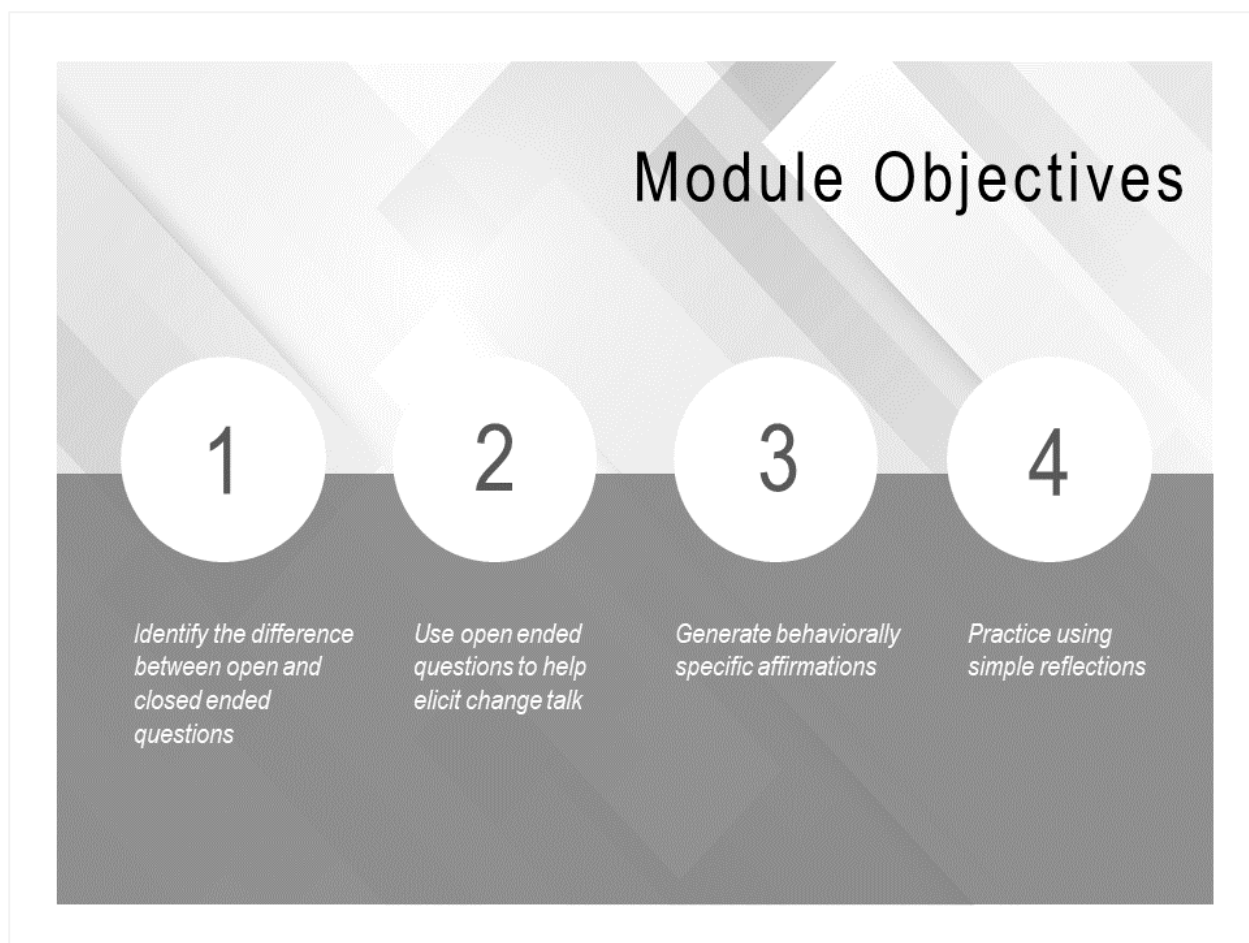
Then ask for volunteers to discuss their experience of using the DARN ruler.

1. What was your experience using the DARN ruler?
2. What did the person considering a change learn from using the DARN ruler?
3. What did you learn from using the DARN ruler with this person?
4. What were the person's lowest and highest scores and what do you think these scores mean regarding the person's motivation toward change?
5. How might knowing these scores and the information gained be helpful to the person considering the change?

Process participants' responses and highlight how the DARN ruler helps both the person making a change and the practitioner learn more about what is motivating the change and what may be getting in the way of the change.

For reference:

- D is the person's desire to change. Desire for change can be identified by use of words like want, like to, or wish. It can sound like: "I want to reduce my bad cholesterol"; "I would like to get a better job"; "I wish I were more comfortable around people"; or "I hope to get A's and B's in school next year". While desire for change is important, it is not absolutely necessary for change. People can make changes because they have to, even if they don't want to.
- A is the person's belief in their ability to make the change. When someone conveys their ability to change they may use words like can, could, able to, or possible. For example, you may hear things like, "I can get a job"; "I could quit drinking"; or "It's possible for me to be in a romantic relationship". Ability language suggests that the person believes that the change is possible for them to achieve.
- R is the person's reasons for change. The reasons may sound like a rationale, justification, or motive for making the change. Reasons often come in the form of if/then statements. For example, "If I went back to school, then I could probably get a higher paying job"; "If I stop smoking, I will be able to save the money I'm spending on cigarettes"; or "If I lose weight, I will be able to have better control over my diabetes".
- N is the person's need to change and highlights the overall importance or the person's urgency to change. Need statements don't say specifically why change is important but instead convey a general level of need. You may hear words like I need to, have to, or can't keep. For example, people may say things like, "I've got to get a new job"; "I can't keep going on in this relationship"; or "I must stop using drugs".



Say: Today we're going to learn about and practice using interaction and communication techniques and skills that are critical to the effectiveness of motivational interviewing. These include open ended questions, affirmations, and simple reflections. Throughout your interactions you should be focused on using these skills. In the next module we will continue to build on these techniques.

At the end of this module, you will be able to:

1. Identify the difference between open and closed ended questions
2. Use open ended questions to help elicit change talk from the person making the change
3. Generate behaviorally specific affirmations
4. Practice using simple reflections



SOLER

Squaring – Sit facing the person with shoulders squared and towards person

Open posture – Leave body open to person with arms uncrossed

Leaning – angle body slightly forward

Eye Contact – focus on the person, look into their eyes without staring

Relaxed – Calm your body and mind, be comfortable

Core Message: How we say things is just as important as what we say.

Say: Let's begin by reviewing some foundational communication skills. While these are not strictly motivational interviewing skills, they are important to review as the MI skills build on them.

As you know, how we say things can be just as important as what we say.

Do: Ask participants:

- How do you know that someone is listening to you?
- What are some things that people do that let you know they are listening?
- Why is listening important in the helping relationship?

Say: The acronym SOLER outlines some of the behaviors that can communicate to others that we are paying attention and listening.

SOLER stands for: Squaring, Open posture, Leaning, Eye contact, and Relax.

- **Squaring** means sitting facing the person with your shoulders squared toward the person you're speaking with.

- **Open** posture means leaving your body open to the other person with your arms and legs uncrossed.
- **Leaning** means angling your body very slightly forward to show an interest in what the person is saying.
- **Eye contact** means looking into the other person's eyes instead of focusing elsewhere.
- **Relaxed** means to physically calm your body and your mind and be comfortable in your space.
-

[Connect some of the responses participants provided when asked about how they know someone is listening to them with the elements of SOLER.]

Do: Ask participants:

- What are some barriers to listening that you experience in your job?
 - Examples to use if needed: people knocking on your door or frequent interruptions, being distracted by other tasks, feeling pressured to finish your discussion quickly, etc.
- How can you minimize these barriers?
 - Examples to use if needed: put up a do not disturb sign on your door, turn off phone and computer notifications, clear off desk or office space, spend a few minutes physically and mentally preparing for each discussion, etc.
- Do you have any habits that may communicate that you aren't fully listening to someone?
 - Examples to use if needed: checking your watch, sitting with your arms folded, sighing, taking calls, multitasking, etc.
 -

Say: Pay careful attention to what you are communicating to others through your body language. Begin to incorporate SOLER into your exchanges to demonstrate your commitment to listening and fully attending to what the person is saying.

Trainer Notes: Model the aspects of SOLER as you are talking about them.

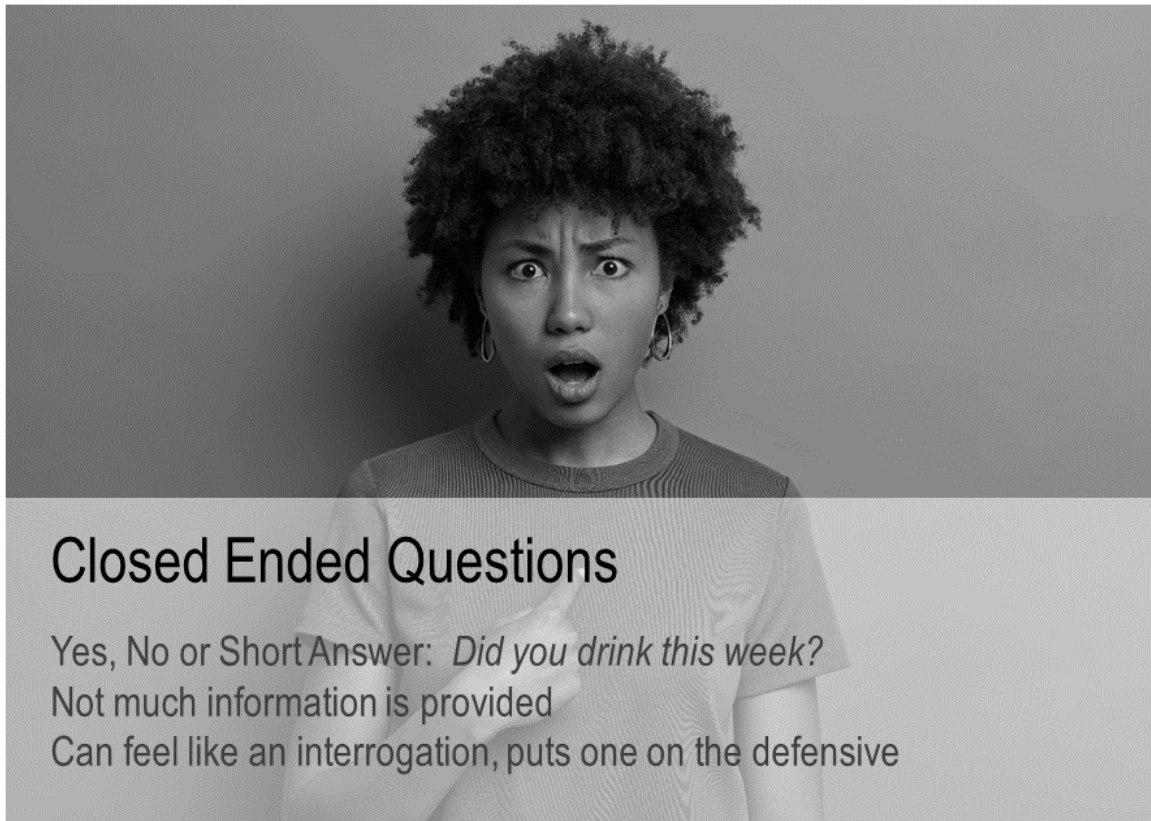


OARS

- O – Open Ended Questions
- A – Affirmations
- R – Reflections
- S – Summaries

Core Message: The four core motivational interviewing skills are open ended questions, affirmations, reflections, and summaries.

Say: Now that we've looked at some foundational communication skills, including our body language and other skills that convey we're listening, let's talk about interactive techniques related to verbal communication. The four core motivational interviewing skills are open-ended questions, affirmations, reflections, and summaries. OARS is an acronym used to remember these skills. We're going to go through each one of these core skills and practice them. You probably do some version of them already, maybe without knowing it, but we can all improve with more practice. Today's module will focus on open ended questions, affirmations, and simple reflections. The following module will cover complex reflections and summaries.



Core Message: Closed ended questions limit the person's response.

Say: Closed ended questions are questions that are answered with a yes, no, or short answer. They limit the person's response options and don't provide you with very much information. Closed ended questions are at times necessary but they're often overused and not the best way to build a therapeutic relationship or help someone making a change. A series of closed ended questions can feel like an interrogation and may make people feel uncomfortable and possibly defensive.

Do: Ask participants to share examples of close ended questions.

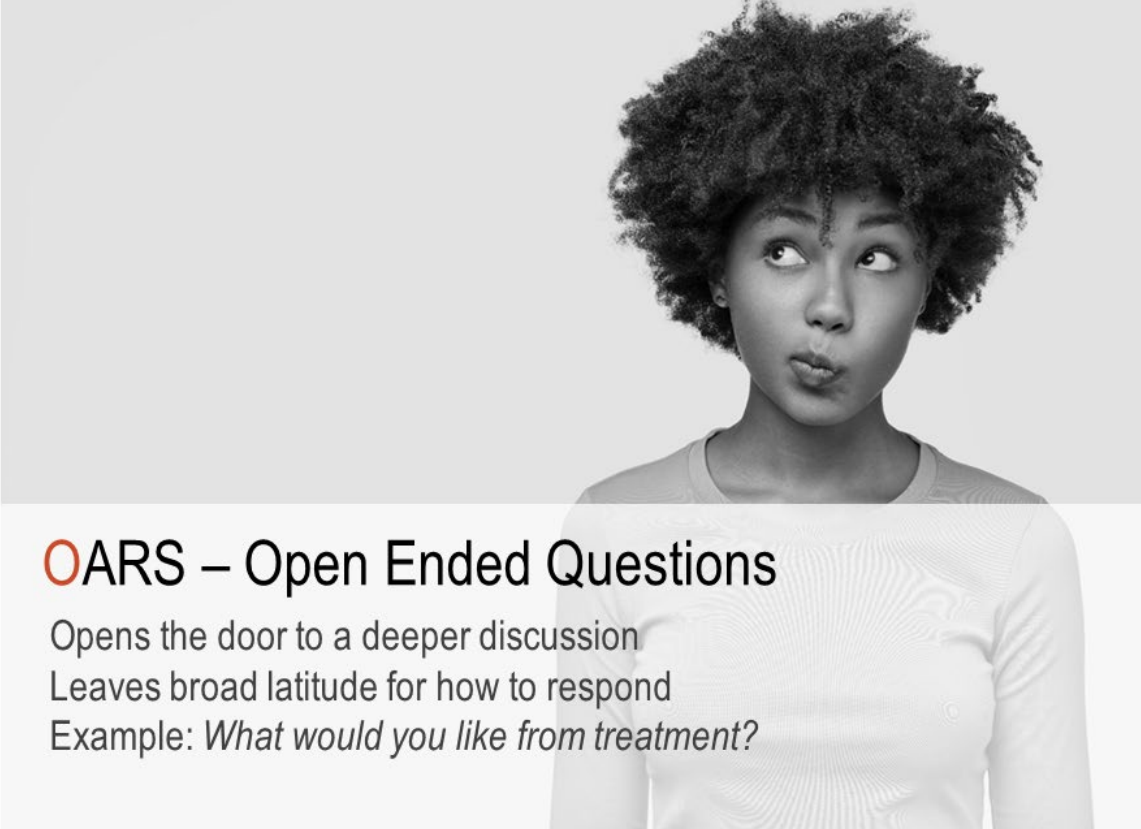
Yes/No questions: Did you drink this week? Did you enjoy seeing your family? Did you follow through on your goal plan?

Collecting Specific Information: What is your address? How many job applications did you submit?

Multiple Choice Question: What do you plan to do: quit, cut down, or keep smoking?

Say: Using closed ended questions can also limit the information the person shares. As an example, there is a story about a counselor asking a new client about their past substance use. The counselor went through a whole list of questions – “Do you use cocaine? Do you use barbiturates? Do you use marijuana? and so on.” The client answered no to all of the questions and the counselor got a bit frustrated because the counselor had been told that the client had some substance use history. The counselor thought the client was just not being honest. At the end of the long list of questions, the counselor finally said sarcastically, “So you’ve never used any substances?” and the client responded, “I sniff glue”. The counselor hadn’t asked about sniffing glue because it wasn’t on the list. In this case, a whole list of closed ended questions weren’t able to get at the information needed.*

Trainer notes: *You can use the above example about substance use or use your own example about the limitations of closed ended question.



OARS – Open Ended Questions

Opens the door to a deeper discussion
Leaves broad latitude for how to respond
Example: *What would you like from treatment?*

Core Message: Open ended questions are an invitation to share information and encourage a richer discussion.

Say: Instead of using closed ended questions, it is generally better to use open ended questions. Open ended questions encourage the person to share, allows them to provide more information, and encourages a richer discussion. When asking open ended questions, you are listening more and speaking less. You are allowing the speaker to lead the direction of the conversation (which reinforces the spirit of MI). The speaker can share what they like and decide how they want to respond.

Do: Ask participants to share examples of open ended questions.

- What would you like from treatment?
- How can I support you in making a change?
- If you were to start a new relationship, what would you need to consider?



Say: Let's watch a discussion between Tameika and Doretha in which they're talking about Doretha's wellness goals, specifically cutting back on caffeine. Listen carefully for Tameika's use of open ended questions and how Doretha responds.

Do: Ask participants:

- What are some open ended questions that Tameika used?
- How did Doretha respond to those questions?
- What would those questions sound like as close ended questions?
- How would changing those open ended questions to closed ended questions impact the conversation between Tameika and Doretha?

Link to Video -

<https://youtu.be/Hip2gP6kSEw?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>

Examples of Open Ended Questions

Why do you want to make this change?

How might you go about making this change, in order to succeed?

What are the three best reasons to do it?

On a scale from 0 to 10, how important would you say it is for you to make this change? Why are you at ___ and not zero?

What do you think you'll do?

Core Message: Open ended questions help us to evoke from individuals their reasons for change.

Say: Open ended questions are geared toward evoking and building the relationship – things that reflect the spirit and processes of MI. They are also particularly helpful in evoking reasons for making a change and eliciting change talk. You just heard Tameika ask Doretha open ended questions that prompted Doretha to describe the reasons she wants to quit drinking so much coffee and reinforce her commitment to change.

A couple of modules ago, you paired up with a partner and did the taste of MI activity. You asked or answered the questions on the slide. We talked about how questions like these reflect the spirit of MI and help us to evoke from individuals their reasons for change and change talk.

Do: Ask participants:

- How do open ended questions like the ones on the slide help in building a relationship with someone?
- How do open ended questions like the ones on the slide help to evoke someone's reasons for change?

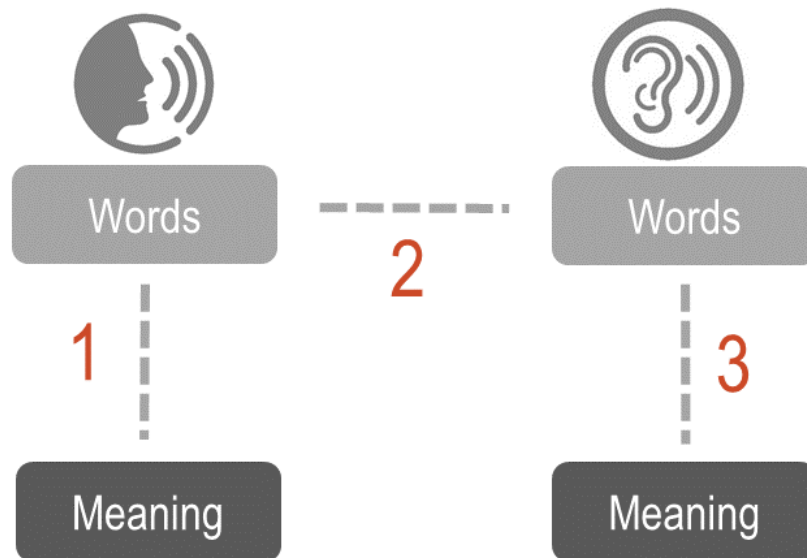
- Think back to when you took part in the taste of MI activity, how did it feel to have your partner ask these open ended questions and just listen without directing or giving advice?

Trainer notes: The question on the slide, “On a scale from 0 to 10, how important would you say it is for you to make this change?” is not an open ended question. It is included because of it’s role in the follow-up question which is open ended. You can clarify this with participants.

Be Careful! Don't Ask Too Many Questions!

Core Message: Use questions judiciously, no one wants to feel they're being interrogated.

Say: Now that we've talked about both closed and open ended questions, we want to add a word of caution. It's important not to ask too many questions. According to the spirit of MI, the purpose of asking questions is to evoke change talk and build relationships. Too many questions will interfere with this goal. Questions should be used in a rhythm with other MI skills. It's best to avoid asking several questions in a row. The MI rule of thumb is to ask an open ended question then reflect what the person says. Even better is to offer two reflections before asking another question. We'll talk more about reflections in just a moment. For now what's most important to remember is that asking too many questions, even open ended questions, can feel more like an interrogation than a discussion.



Places Communication Can Go Wrong

Core Message: Communication is negatively impacted when the intended message is not conveyed.

Say: Before we get into our discussion of reflections, let's first understand how communication can go wrong so you can see the important role that reflections play in mitigating these errors.

There are three places communication often goes wrong. [Refer to the image on the slide.] We have a speaker on the left and a listener on the right. In order for the message to be communicated, the meaning from the speaker on the left needs to make it to the listener on the right. There are 3 places the message can get lost along the way. If any of these happen, communication breaks down.

The first place communication can go wrong is if the speaker doesn't say what they mean. Perhaps the speaker knows what they want to say but the words don't come out right and the meaning that's heard is not what was intended.

The second place communication can go wrong is when the listener doesn't hear the words the speaker has communicated properly and the message is not correctly communicated. An example of this is the game of telephone when one person says

something in the ear of someone else and the message gets passed down the line? The message that comes out in the end is usually not the same as when it started.

The third place communication can go wrong is when the words mean something different to the listener than the speaker. Think about the differences in language or word usage between young people and adults or people from different cultures. An example might be the word “lit” which means cool or awesome to teens and young adults but has a completely different meaning to others, who might think they are referring to a bright light.

Do: Ask participants to share examples of these errors in their professional or personal life.

- What was the error that occurred?
- How did it impact the conversation?



*People don't want to be fixed,
they want to be heard.*

Say: Bill Miller, one of the founders of MI said, "People don't want to be fixed, they want to be heard". Reflections are a way to let people know you've heard them.



OARS - Reflections

A check to see if you understood correctly

Allows the speaker to hear what they have shared

Demonstrates you are listening, builds empathy

Can reinforce change talk, helps to minimize the righting reflex

Core Message: Reflections allow the person you are communicating with to know they've been heard and to correct communication errors.

Say: We're going to skip affirmations for just a moment and jump to reflections. Reflections are a communication skill that can serve a few purposes.

- Reflections can allow you to share with the person the message you received from their communication and check to make sure you understood correctly, helping to address some of the communication errors we just discussed.
- Reflections can also allow the person to hear what they've shared reflected back to them, like a mirror reflecting back the explicit or implicit meaning of their words.
- Reflections can demonstrate that you are listening and that you care about understanding the person's subjective experience. This helps to build empathy.
- Reflections can also allow you to emphasize parts of what the person has said and reinforce their change talk.

- Reflections can help minimize the righting reflex that you learned about in earlier modules. You can use reflections to replace giving advice, suggestions, and making judgments.



OARS - Reflections

State a hypothesis or make a guess about the meaning.
Form a statement, not a question. It takes practice!
There is no penalty for missing; the person wants you to understand them!

Core Message: Reflections are statements that can convey implicit and explicit messages shared with you and allow you to check for understanding.

Say: Reflections are brief statements. They are not questions. You should inflect your voice down at the end – not up like you are asking a question. Reflections should not be longer than the person’s statement that you are reflecting. You can form reflections in different ways to serve different purposes.

A reflection should highlight the key points of the message being conveyed. This may include the explicit message that was shared, meaning you will say back to the person a paraphrased version of the words they’ve said. Alternatively, you may reflect a hypothesis or a guess about the implicit message being communicated or what you think the person really means.

Reflections may seem simple, but they are difficult to do well and they take lots of practice. Remember, though, there’s no penalty for missing. There might be times when you don’t quite get the reflection right, but it will provide an opportunity for you to clarify your understanding and check any assumptions you may have made. You can simply acknowledge your error, ask for clarification, and try again.

Examples of Reflections

“Sounds like....”

“What I heard you say is....”

“Let me get this straight,....”

“So, if I heard you correctly....”

“You sound”

“So, what you mean is...”

Can you think of others?

Say: Now that we understand what reflections are, let's look at some beginning stems you can use to form reflections. On the slide are some examples of basic "starters" for reflections. Remember, reflections are statements, so they can't start with question words like who, what, where, when, how, or why.

These are some good stems to begin with. As you get more comfortable using these, you can begin to substitute your own if they work better for you and your work setting. But for now, these represent a good start to forming simple reflections.

Do: Ask participants:

- What are some additional stems or starters for reflections you can think of?



OARS - Simple Reflections

Goal – show the person you are listening and understand

Repetition – repeating back what you heard using *their* words

Rephrase – repeating back what they said but in *your* words

Say: There are different types and levels of reflections. For now, we’re going to focus on simple reflections. In the next module we’ll talk about complex reflections.

The purpose of simple reflections is to let the person know that you are listening and that you understand what they’re saying. There are two kinds of simple reflections:

Repetition, which is also known as mirroring or parroting, involves repeating back to the person what you heard them say using their words. This may sound a little strange but it’s an effective way to show you are listening.

Rephrasing involves repeating back to the person what you heard them say but using your own words instead of theirs.

Do: Say the following statement to the group: “I am going to try a different route driving home tonight after work”.

- Ask a couple of participants to provide a repetition reflection.
- Ask a couple of participants to provide rephrase reflection.

Review the difference between the two types of reflections. Highlight that when the volunteers used a repetition reflection, they just said the exact words back that were used in the original statement as compared to the rephrasing reflection in which the volunteers used their own words when reflecting back the statement.



https://www.youtube.com/watch?v=TbDG9W_iNTk&list=PL1UDVlmMXEEdVofbgt4d6sLAe5pulbPC

Say: Before we try practicing these skills, let's watch a video depicting simple reflections. As you view the video, consider the following and we will review as a group at the conclusion of the video.

- What simple reflections did you hear Anthony use when talking with Katty?
- What other listening skills did you observe Anthony using in this exchange?

Simple Reflections Anthony shared:

"It's been difficult trying to contact the school."

"It's been hard to find information that you need."

"You want to stop looking for this information."

Other Listening Skills:

Square and open posture, leaning slightly forward, eye contact, and relaxed.

Trainer notes: This video includes both simple and complex reflections. Stop the video before it moves into complex reflections at around 1:04.

Video Link:

https://youtu.be/TbDG9W_iNTk?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC

ACTIVITY

OARS - Simple Reflections

Pair up with a partner

1. Think about: How would you like your life to be different 5 years from now?
2. One of the pair begins as the Speaker, sharing their 5 year goal.
3. The other in the pair, the Listener, using simple reflections, reflects back what the Speaker has said. Please use only **SIMPLE** reflections.
4. Switch roles.
5. Continue back and forth until each person has the opportunity to provide 3 simple reflections.

Core Message: Simple reflections aren't easy and ongoing practice is necessary to develop the skill.

Say: Now that we've watched a video demonstration of simple reflections, let's practice them.

Do: Ask the group to pair up with a partner.

Ask both partners to think about how they would like their life to be different 5 years from now.

Give everyone a minute or two to think about the question.

Then have one person begin as the Speaker and share their 5 year goal a few sentences at a time. The Listener will practice using simple reflections to reflect back what the Speaker has said. The Listener can only respond with simple reflections. Use the simple reflection stems we covered a couple of slides ago.

After 3 successful reflections, the Speaker and the Listener should switch roles.

Continue to switch back and forth after each person has the opportunity to provide 3 reflections.

After everyone has had a chance to practice several simple reflections, ask participants:

- How did it feel to provide the simple reflections?
- What kind of challenges did you experience creating or using simple reflections?
- How did it feel to hear simple reflections from your partner?
- How did the simple reflections help you feel heard and understood?

Trainer notes: Spend as much time as possible on this activity. Observe participants as they are practicing the simple reflections and provide individualized feedback as needed.



OARS - Affirmations

Commenting positively on an attribute or action, encourages relationship building, builds confidence

A statement of appreciation, expression of hope and support

Core Message: Affirmations are a special kind of reflection.

Say: Let's go back to affirmations now. We skipped affirmations earlier because affirmations are a special type of reflection, so it was important to cover reflections first.

Affirmations are statements that recognize, highlight, or emphasize a person's strengths, abilities, skills, efforts, and behaviors, particularly those that are related to making their change. Affirmations are a wonderful way to encourage relationship building, particularly in the beginning of the relationship. Affirmations help to build confidence in the person that they can change. You want to always be looking for opportunities to affirm.

Affirmations are considered a special type of reflection because you are reflecting back strengths and efforts that you have noticed or heard in what they've share.

Affirmations can include:

- Commenting positively on an attribute - You're a survivor, you're a strong person, you have shown resilience in your life.
- Statement of appreciation - I appreciate your openness and honesty today.

- Catch the person doing something right - You were very supportive of your peers in group today.
- Expression of hope, caring, or support - You'll do well in your interview today, you've practiced hard in the role plays and made wonderful progress.
- Reflect a value - You're passionate about advocacy. You have a strong work ethic.

It's important to not confuse an affirmation with a compliment. Affirmations are specific, they are used to reinforce a behavior change, and to acknowledge positive steps. Affirmations should never be backhanded or sarcastic.



OARS – Combining

Combine open ended questions with affirmations to elicit change talk!

Say: You can combine open ended questions and affirmations to help elicit change talk.

For example you could say, "It's great that you are thinking about taking better care of yourself. What steps are you thinking about taking to improve your self-care?" Notice that the speaker is reinforcing the change talk they heard with the affirmation and then asking the open ended question to evoke the person's plans to work toward that change.

ACTIVITY

OARS - Affirming Equally

Think about someone you feel positively about.

1. Describe 3 things the person does that you like. Write these behaviors down.
2. Identify at least one affirmation related to the behaviors you identified.

Think about someone you do **NOT** feel positively about.

1. Describe 3 things the person does that you do NOT feel positively about. Write these behaviors down.
2. Identify at least one affirmation related to the behaviors you identified.

What did you do to create an affirmation for someone you did not feel positively about? Share with group.

It is critical to affirm everyone equally!

Core Message: It is typically easier to affirm people we like and more difficult to affirm people we don't feel as positively about. It's critical to affirm everyone equally.

Say: It is typically easier to affirm people we like and more difficult to affirm people we don't feel as positively about. This is usually about us, not about the person. It's critical that we affirm everyone equally, so we need to be self-reflective and think about these questions:

- Who do we affirm and what do we affirm them for?
- Who do we have difficulty affirming?
- Are we being fair about who and how we affirm?

Let's do an activity to practice identifying affirmations for everyone, including those we don't always feel positively about.

Do: Ask participants to think about someone they know who they feel positively about. This can be someone they know professionally, personally or a public figure.

Describe 3 things the person does that you like. Write down these behaviors.

Identify at least one affirmation related to the behaviors you identified.

Next, ask participants to think about someone they know who they don't feel positively about. This can be someone they know professionally, personally or a public figure.

- Describe 3 things the person does that you don't like. Write down these behaviors.
- Identify at least one affirmation related to the behaviors you identified.

Ask participants:

What did you do to create an affirmation from behaviors you don't like?

Often, even within behaviors we don't like we can see a strength or a quality to affirm. For example, someone who is constantly asking questions and interrupting you throughout the day might lead you to feel frustrated. However, you may also be able to see that this behavior is associated with the positive attributes of persistence and self-advocacy. The key is to not let our negative feelings block opportunities to affirm positive qualities and attributes associated with the change process.

Say: Sometimes it can be difficult to identify affirmations. You can use the categories of affirmations on the previous slide as ticklers to help you to look for strengths to highlight. Remember, your affirmations need to be genuine. If they are not sincere you risk losing someone's trust and damaging the relationship.

ACTIVITY

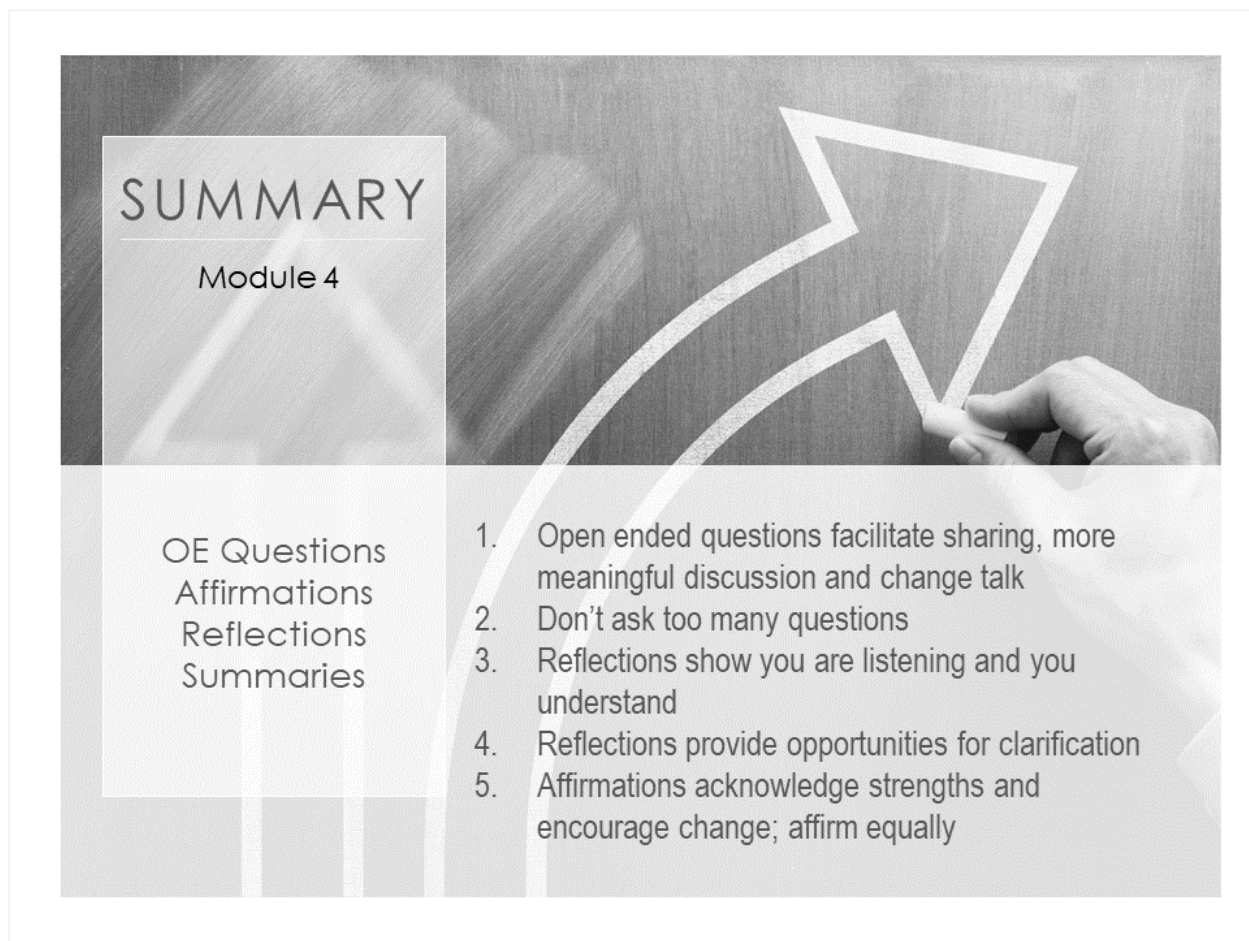
OARS - Practice

Find someone to practice with before the next session

1. Start the conversation with an open ended question. Keep the conversation moving by using simple reflections and affirmations. Use at least 2 open ended questions, 3-4 reflections, and 1 affirmation. Remember to use questions sparingly.
2. After your discussion, ask the person you practiced with to give you some feedback on how they felt during the exchange. Note their response.
3. Briefly note how you felt using these three skills of open ended questions, affirmations, and simple reflections?
4. Bring your notes to the next session to discuss.

Say: We've come to the end of this session. Before the next session, I'd like for you to practice the skills we've learned about today – open ended questions, affirmations, and simple reflections.

1. Identify at least one person to practice with. The person can be a person you are working with, a friend, co-worker, or family member.
2. Start the conversation with an open ended question. Keep the conversation moving by using simple reflections and affirmations. Use at least two open ended questions, three to four reflections, and one affirmation. Remember to use questions sparingly.
3. After your discussion, ask the person you practiced with to give you some feedback on how they felt during the exchange. Note their response.
4. Briefly note how you felt using these three skills of open ended questions, affirmations, and simple reflections?
5. Bring your notes to the next session to discuss.



SUMMARY
Module 4

OE Questions
Affirmations
Reflections
Summaries

1. Open ended questions facilitate sharing, more meaningful discussion and change talk
2. Don't ask too many questions
3. Reflections show you are listening and you understand
4. Reflections provide opportunities for clarification
5. Affirmations acknowledge strengths and encourage change; affirm equally

Say: During this module we began to learn about and practice some of the key skills and techniques used in motivational interviewing, particularly open ended questions, affirmations, and simple reflections. The benefits of open ended questions are that they present an invitation to the speaker to share which facilitates a richer and more meaningful discussion. Open ended questions can also help to elicit change talk.

Remember though that you don't want to ask too many questions, even if they're open ended. A key technique in MI is the use of reflections. Reflections let the person know you're listening to them and that you understand. They also provide opportunities for the speaker to clarify any misunderstandings or miscommunications. Affirmations are a special type of reflection and can be used to recognize a person's strengths and help encourage change. Make sure you affirm equally, even when it's difficult. While these skills may seem easy, they're actually quite difficult and require ongoing practice. We'll continue to practice and add new skills in the next module.



Questions?

Say: What questions or comments do you have?

Module 5

MI Skills: Part 2

Time Needed: 60 minutes

MI Skills: Complex Reflections and Summaries

This module builds on the OARS skills by focusing on complex reflections and summaries. There is also time devoted to practicing putting all of the OARS skills together.

By the end of this module, participants will be able to:

1. Differentiate between types of complex reflections
2. Use complex reflections in a “real” play
3. Describe various types of summaries
4. Demonstrate the use of the combined OARS skills

Materials Needed:

Slide Deck

Activities:

- OARS - Practice
- Reflections in Combination
- Putting It All Together – Part 1 and Part 2

Video:

Simple and Complex Reflections

https://youtu.be/TbDG9W_iNTk?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC

Summaries: Collecting, Linking and Drawing Together

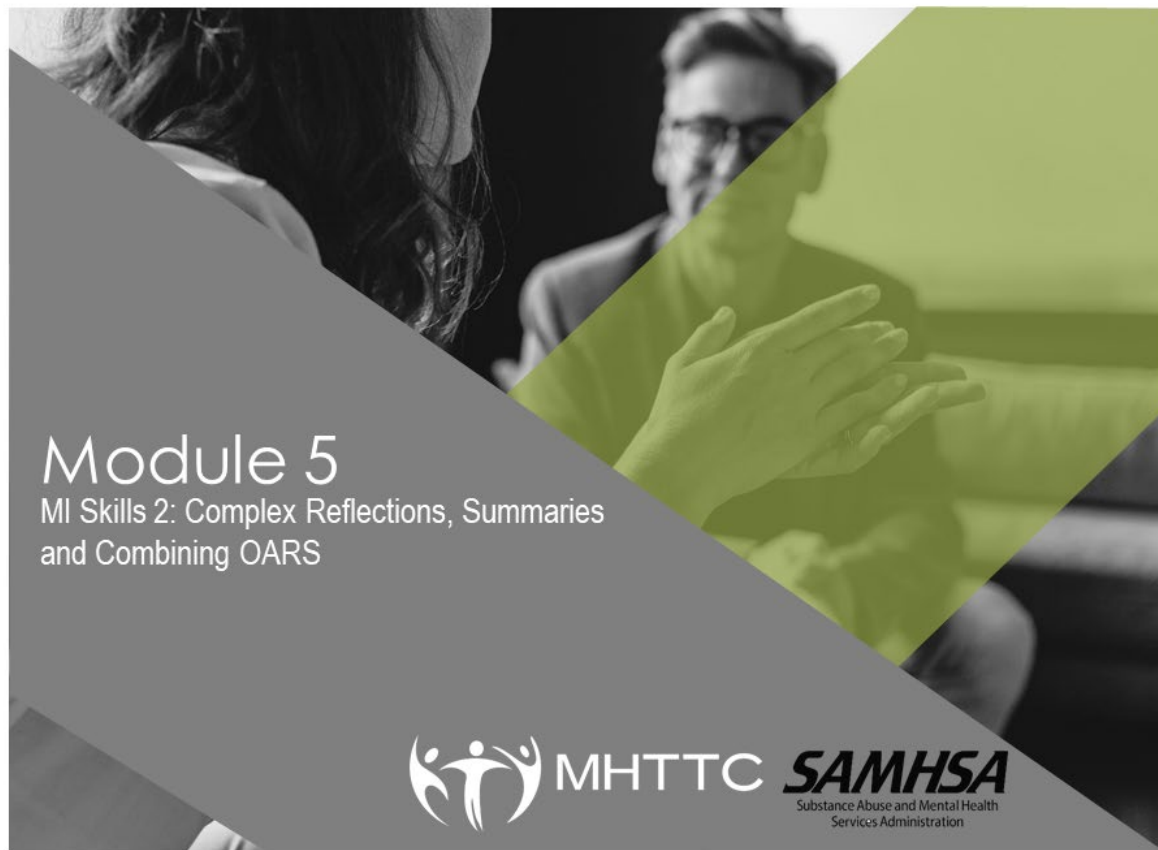
<https://youtu.be/TBwxopZzec4?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

OARS Combined


<https://youtu.be/9sbajibgrsg?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Resource:

(none)



Module 5
MI Skills 2: Complex Reflections, Summaries
and Combining OARS

 **MHTTC** **SAMHSA**
Substance Abuse and Mental Health
Services Administration

Say: In the previous module we introduced OARS and the foundational skills of open ended questions, affirmations, and simple reflections. During this module we will continue to build on the OARS skills by focusing on complex reflections and summaries. We'll also spend some time practicing putting all of the OARS skills together.



Say: To start, let's talk a little more about what we covered in Module 4: MI Skills Part 1. In that module we:

- Identified the difference between open and closed ended questions,
- Reviewed how to use open ended questions to help elicit change talk from the person making the change,
- Practiced using simple reflections, and
- Generated behaviorally specific affirmations.

As a brief reminder, open ended questions are designed to get more than brief one word responses and are a strategy used in evoking information from the person about their desired change and motivation for that change. Simple reflections include repetition, which repeats back what the person said using their words, and rephrasing, which repeats the content of what the person said, but using your own words. Affirmations are a special type of reflection and are used to identify and comment on a person's strengths. Affirmations help to build confidence in the person regarding their abilities and also to help build your relationship and alliance. Affirmations are not just compliments; they focus on specific behaviors, particularly those related to the target behavior.

Do: Ask participants:

- What was the most important thing you took away from Module 4?
- How did your work with participants change based on what you learned in Module 4?
- What questions do you have about what was covered in Module 4?

ACTIVITY

OARS - Practice

Find someone to practice with before the next session:

1. Start the conversation with an open ended question. Keep the conversation moving by using simple reflections and affirmations. Use at least 2 open ended questions, 3-4 reflections, and 1 affirmation. Remember to use questions sparingly.
2. After your discussion, ask the person you practiced with to give you some feedback on how they felt during the exchange. Note their response.
3. Briefly note how you felt using these three skills of open ended questions, affirmations, and simple reflections?
4. Bring your notes to the next session to discuss.

Say: At the end of the previous module, you were asked to practice using open ended questions, affirmations, and simple reflections with someone. You were asked to:

- Start the conversation with an open ended question.
- Keep the conversation moving by using simple reflections and affirmations. Use at least two open ended questions, three to four reflections, and one affirmation.
- Remember to use questions sparingly.

After the discussion, ask the person you practiced with to give you some feedback on how they felt during the exchange. Note their response.

Briefly note how you felt using these three skills of open ended questions, affirmations, and simple reflections?

Do: Ask for volunteers to share their experience with using open ended questions, affirmations, and simple reflections of repetition and rephrasing.

- What was your overall experience practicing the skills?
- How did you feel during the conversation?
- What were some of the challenges?
- How did the person you were meeting with respond?

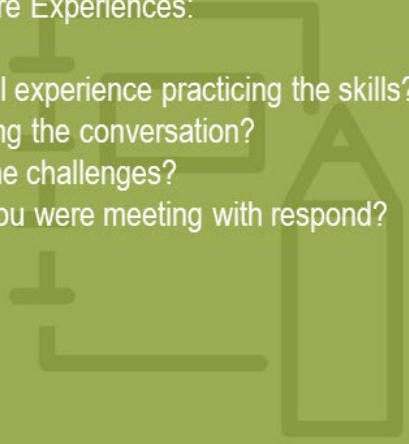
After the exercise, process participants' responses and ask the group to provide some suggestions for addressing the challenges that were identified.

Consider/discuss if the challenges were related to the skills themselves and the need to practice more to be more technically skilled, or if the challenges were related to the spirit of MI and needing to embody the factors of partnership, acceptance, compassion, and evocation more in building a therapeutic relationship, or something else?

ACTIVITY

OARS - Practice

Volunteers Needed to Share Experiences:

1. What was your overall experience practicing the skills?
 2. How did you feel during the conversation?
 3. What were some of the challenges?
 4. How did the person you were meeting with respond?
- 



Say: In this session, we're going to discuss and distinguish the different types of complex reflections, building on the simple reflections we discussed in the last module. We're also going to describe the different types of summaries. Finally, we'll spend time practicing using complex reflections, summaries, and all of the OARS skills together.

At the end of this module, you will be able to:

- Differentiate between types of complex reflections
- Use complex reflections in a "real" play
- Describe various types of summaries
- Demonstrate the use of the combined OARS skills



Core Message: Complex reflections go beyond just what the person has said and can help shift the way they're seeing things, make connections they hadn't previously made, or offer a new perspective.

Say: In the last module you were introduced to and had an opportunity to practice using the simple reflections of repetition and rephrasing. Simple reflections serve the purpose of reflecting back to the person what they've said, using either their words or your own. Complex reflections go beyond just repeating back what the person has said and allow you to address the unspoken or implicit message that was communicated. Using complex reflections you can provide an interpretation, make a connection between messages, test a hypothesis about what you think is going on for the person, or offer a new perspective. The difference between simple and complex reflections has been compared to an iceberg – simple reflections address what shows above the water and complex reflections address what is below the surface.

There are several types of complex reflections:

- Content reflections
- Feeling reflections
- Meaning reflections
- Double-sided reflections

- Amplified reflections

We'll discuss each of these complex reflections in more detail.



Types of Complex Reflections

- Content reflections
- Feeling reflections
- Meaning reflections
- Double-sided reflections
- Amplified reflections

Reflecting - Content

Reflecting back what has been shared in your own words.
Conveys you are listening, clarifies your understanding.
Encourages the person to continue speaking.

Reflects **only content**, not feeling or meaning!

Say: Responses that reflect content are the most basic of the complex responses. When you reflect content, you are just reflecting back the essence of what has been shared using your own words. You do this to convey you are listening, confirm or clarify your understanding, and to encourage the person to continue speaking and provide more information. With content responses you are focused on the ideas that are being shared; you are not addressing the emotions or feelings being conveyed.

Reflecting - Content

Provide a content reflection for each statement below:

"I just don't understand my mom. One minute she tells me to live close to home and the next she says live wherever you want."

"I really want to start applying for jobs, but there are so many things I need to do to get my resume ready."

"I've been thinking about attending a support group, so I looked up some that are available in my neighborhood."

Do: Ask participants to provide a content reflection for the three statements on the slide. See how many different ways people can accurately reflect this content using different words and phrases.

"I just don't understand my mom. One minute she tells me to live close to home and the next she says live wherever you want."

Example content reflection: "Your mom gives you conflicting messages."

"I really want to start applying for jobs, but there are so many things I need to do to get my resume ready."

Example content reflection: "Applying for jobs is a multi-step process."

"I've been thinking about attending a support group, so I looked up some that are available in my neighborhood."

Example content reflection: "You took steps toward going to a support group."

Trainer notes: Make sure participants only reflect the content and don't reflect feeling or meaning.

Reflecting - Feeling

Conveys a deeper understanding, including the emotional component, body language and tone of voice.

Identify the emotion, then test by sharing a feeling reflection such as, “You feel”.

Gauge intensity of feeling. Feeling reflections focuses on emotions felt.

Say: Feeling reflections convey a deeper understanding of not only what the person is telling you but also the emotion connected to their words, body language, and tone of voice. For example, you may be able to see that someone is upset by their facial expression, their posture, or other non-verbal cues. When reflecting feeling, you want to identify the emotion the person is feeling. Once you identify the emotion, you can then test it by making a feeling reflection such as: “You feel....(insert a feeling word such as happy, angry, frustrated, upset, worried, scared, elated, etc.)” You can also use alternative phrases for reflecting feeling such as “That makes you feel_____” or “It’s got you feeling_____”.

In addition to reflecting the feeling word itself, gauge and reflect the intensity of the feeling. For example, the feeling word “happy” suggests a medium intensity feeling, where as “satisfied” suggests low intensity and “elated” suggests high intensity. All of these feeling words are in the same general category but with different intensities. Once you make the feeling reflection, the person may acknowledge that feeling and/or intensity or they may correct you and provide a different feeling that is more accurate. Either way, using feeling reflections helps to elicit more discussion about not just the content of what the person is saying but the emotions they are feeling.

Reflecting - Feeling

Provide a feeling reflection for each statement below:

"I've been waiting for over a year to enroll in college and I can't wait!"

"I can't do anything right as far as my teachers are concerned. They return my assignments because they say they're sloppy and incomplete."

"Some co-workers invited me to a party this weekend, but I don't know if I should mix work and fun."

Do: Ask participants to provide a feeling reflection for the three statements on the slide. See how many different ways people can accurately reflect this feeling using different feeling words or phrases.

"I've been waiting for over a year to enroll in college and I can't wait!"

Example feeling reflection: "You feel excited!"

"I can't do anything right as far as my teachers are concerned. They return my assignments because they say they're sloppy and incomplete."

Example feeling reflection: "That makes you feel discouraged."

"Some co-workers invited me to a party this weekend, but I don't know if I should mix work and fun."

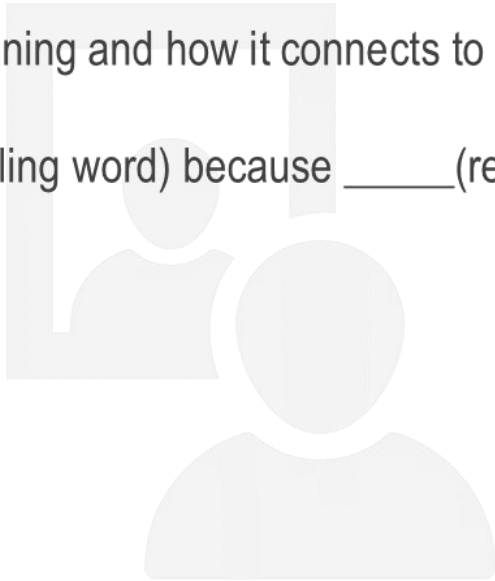
Example feeling reflection: "You feel apprehensive about going."

Trainer notes: Vary your tone of voice and body language when reading each of the statements above to allow participants to reflect back not just what you said but how you said it.

Reflecting - Meaning

A guess as to meaning and how it connects to their feelings.

“You feel _____(feeling word) because _____(rephrasing content).”



Say: Meaning reflections build on the content and feeling reflections we just reviewed and allow for a fuller understanding of the person’s experience. When reflecting meaning, you are making an educated guess about what you think the person means and how it connects with the feelings they are conveying. You want to reflect the content and the feeling in the same reflection. This prompts the person to go to a deeper level of meaning about the change. Remember as we discussed with forming a feeling reflection, you want to look out for not only the words the person is using but also any body language that might suggest an emotion. A meaning reflection might sound like, You feel _____(feeling word) because _____(rephrasing content).

Reflecting - Meaning

Provide a meaning reflection for each statement below:

“My mom has been taking me to my job this past month but now she says she doesn’t have the time to drop me off every morning.”

“I went to visit my sister today in the hospital. We had a great visit. When I went to give her a hug goodbye, she looked in my eyes and started smiling, then crying. I think my stopping by made her happy.”

“Work has been extremely hectic this week. I don’t think I’ll ever be able to catch up.”

Do: Ask participants to provide a meaning reflection for the three statements on the slide. See how many different ways people can accurately reflect meaning by using different words and phrases to reflect feeling and content.

“My mom has been taking me to my job this past month, but now she says she doesn’t have the time to drop me off every morning.”

Example meaning reflection: “You feel upset because your mom won’t drive you to work.”

“I went to visit my sister today in the hospital. We had a great visit. When I went to give her a hug goodbye, she looked in my eyes and started smiling and then crying. I think my stopping by made her happy.”

Example meaning reflection: “You feel pleased because you were able to brighten your sister’s day.”

“Work has been extremely hectic this week. I don’t think I’ll ever be able to catch up.”

Example meaning reflection: “You feel overwhelmed because your job requires a lot from you right now.”

Trainer notes: Vary your tone of voice and body language when reading each of the statements above to allow participants to reflect back not just what you said but how you said it.

Reflecting – Double Sided

Captures and highlights both sides of a person's ambivalence about change. Demonstrates that you understand their ambivalence.

Double-bind: the person sees both pros and cons of changing and not changing. Use “and”, not “but”.

“On one hand _____ and on the other hand _____.”

Say: A double sided reflection attempts to capture and highlight both sides of a person's ambivalence about a change. This type of reflection allows you to demonstrate that you understand the person is ambivalent or uncertain about the change and they are experiencing a double bind. The double bind means that the person sees both the pros and cons of changing and not changing and you are helping to highlight this by reflecting back both sides of the experience. Double sided reflections often take the form of, On the one hand _____ (insert one side of the ambivalence), and on the other hand _____ (insert the other side of the ambivalence). Be sure to use “and”, not “but”, when reflecting back both sides to the person. The use of “and” gives equal weight to both sides of the reflection.

Reflecting – Double Sided

Provide a double-sided reflection for each statement below:

“I really need a job to pay off my student loans before I get too far behind, but I know I’ll just end up quitting or getting fired like all of my past jobs.”

“I’m really looking forward to retiring next year. I have some things lined up like a little traveling and watching my grandson, but what else am I going to do all day?”

“I’m not sure I can quit drinking and still settle down and relax in the evenings after a long day. I just feel so bad now every morning after I drink.”

Do: Ask participants to provide a double sided reflection for the three statements on the slide. See how many different ways people can accurately reflect the double bind illustrated by using different words and phrases.

“I really need a job to pay off my student loans before I get too far behind, but I know I’ll just end up quitting or getting fired like all of my past jobs.”

Example double sided reflection: “On the one hand you want to find work because you need the money and on the other hand you’re afraid to try because it might not work out.”

“I’m really looking forward to retiring next year. I have some things lined up like a little traveling and watching my grandson, but what else am I going to do all day?”

Example double sided reflection: “You’re excited about retiring and you’re not sure what you’re going to do with your free time.”

“I’m not sure I can quit drinking and still settle down and relax in the evenings after a long day. I just feel so bad now every morning after I drink.”

Example double sided reflection: “On the one hand drinking helps you unwind after work and on the other hand you’re starting to see the physical toll it’s taking on you.”

Trainer notes: Be aware of and correct participants’ use of “but” instead of “and” when they are practicing double-sided reflections.

Reflecting – Amplified

Encourages re-evaluation of what was overstated, encourages one to argue for the opposite.

Intentionally reflects what was said in an exaggerated manner. Can be used to over or under emphasize a point. Helps one see the “other side” of a statement.

“My doctor says I need to go on a diet, but what does he know?”

Say: Amplified reflections emphasize the conflicting thoughts a person might have about the change they want to make. When you use an amplified reflection, you prompt the person to re-evaluate what they said in light of the overstated idea you choose to highlight and amplify for them and it can encourage them to argue for the opposite of what they originally said. You are intentionally reflecting what the person said in an exaggerated manner. This should be done in a genuine way, without too much exaggeration, so that it does not appear sarcastic or too extreme. You can use an amplified reflection to over or under emphasize a point. The amplification helps the person see the other side of their ambivalence and can be a helpful response to sustain talk. An example of an amplified reflection is - Statement: “My doctor says I need to go on a diet, but what does he know?” Reflection: “Your health isn’t impacted *at all* by your eating habits.”

Reflecting – Amplified

Provide an amplified reflection for each statement below:

“My parents keep getting on me to go back to school and finish my degree, but I’m not going to do it just because they say so.”

“I can’t help thinking that once I get married my life will finally be perfect.”

“I can’t quit drinking. This is what my friends and I do together. I’ll be left out if I don’t go to bars with them.”

Do: Ask participants to provide an amplified reflection for the three statements on the slide. See how many different ways people can accurately formulate an amplified reflection.

“My parents keep getting on me to go back to school and finish my degree, but I’m not going to do it just because they say so.

Example amplified reflection: “Your parents are the only reason why you would return to college.”

“I can’t help thinking that once I get married my life will finally be perfect.”

Example amplified reflection: “The only thing that will make your life better is to marry someone.”

“I can’t quit drinking. This is what my friends and I do together. I’ll be left out if I don’t go to bars with them.”

Example amplified reflection: “Your friends won’t ever want to hang out with you if you don’t drink with them.”

Trainer notes: Notice and correct participants’ tone of voice if it sounds sarcastic or not genuine when making amplified reflections.



https://www.youtube.com/watch?v=TbDG9W_iNTk&list=PL1UDVLmMXEEdivofbgt4d6sLAe5pulbPC

Do: Let's watch the video of Katty and Anthony that we saw the beginning of when we covered simple reflections in the last module. This time we're going to listen for the complex reflections Anthony uses. We'll play the video from the beginning so you may hear some simple reflections early on, but continue to listen for the complex reflections. As you view the video, consider the following and we will review as a group at the conclusion of the video.

- What were the complex reflections that you heard Anthony use when talking with Katty?
- What was Katty's response when Anthony reflected back (note: If necessary, prompt the group or highlight how the use of reflections were used to evoke from Katty her reasons for change).

Video Link:

https://youtu.be/TbDG9W_iNTk?list=PL1UDVLmMXEEdivofbgt4d6sLAe5pulbPC

ACTIVITY

Reflections in Combination

In pairs:

1. Think about what you would like your life to look like 5 years from now.
2. Identify the speaker and listener.
3. The listener will ask open ended questions and provide reflections on the topic of what the speaker wants their life to look like in 5 years.
4. The listener may need to use open ended questions, simple reflections, and affirmations before offering complex reflections.
5. Try to incorporate as many of the types of complex reflections as possible.
6. After 4-5 complex reflections, switch.

Say: Now that we've practiced the complex reflections separately and watched a demonstration of them, let's practice using the various reflections in combination, along with some of the other skills.

Do: Ask the group to get into pairs. Ask them to:

- Take a minute or two to think about what you would like your life to look like 5 years from now.
- Once you are both ready, identify who would like to begin as the speaker.
- The listener will ask open ended questions and provide reflections to engage with the speaker on the topic of what they want their life to look like in 5 years.
- The listener may need to use open ended questions, simple reflections, and affirmations before the discussion lends itself to offering complex reflections.
- Try to incorporate as many of the types of complex reflections as possible.
- After 4-5 complex reflections, the listener and the speaker can switch roles.

Process this activity by asking participants:

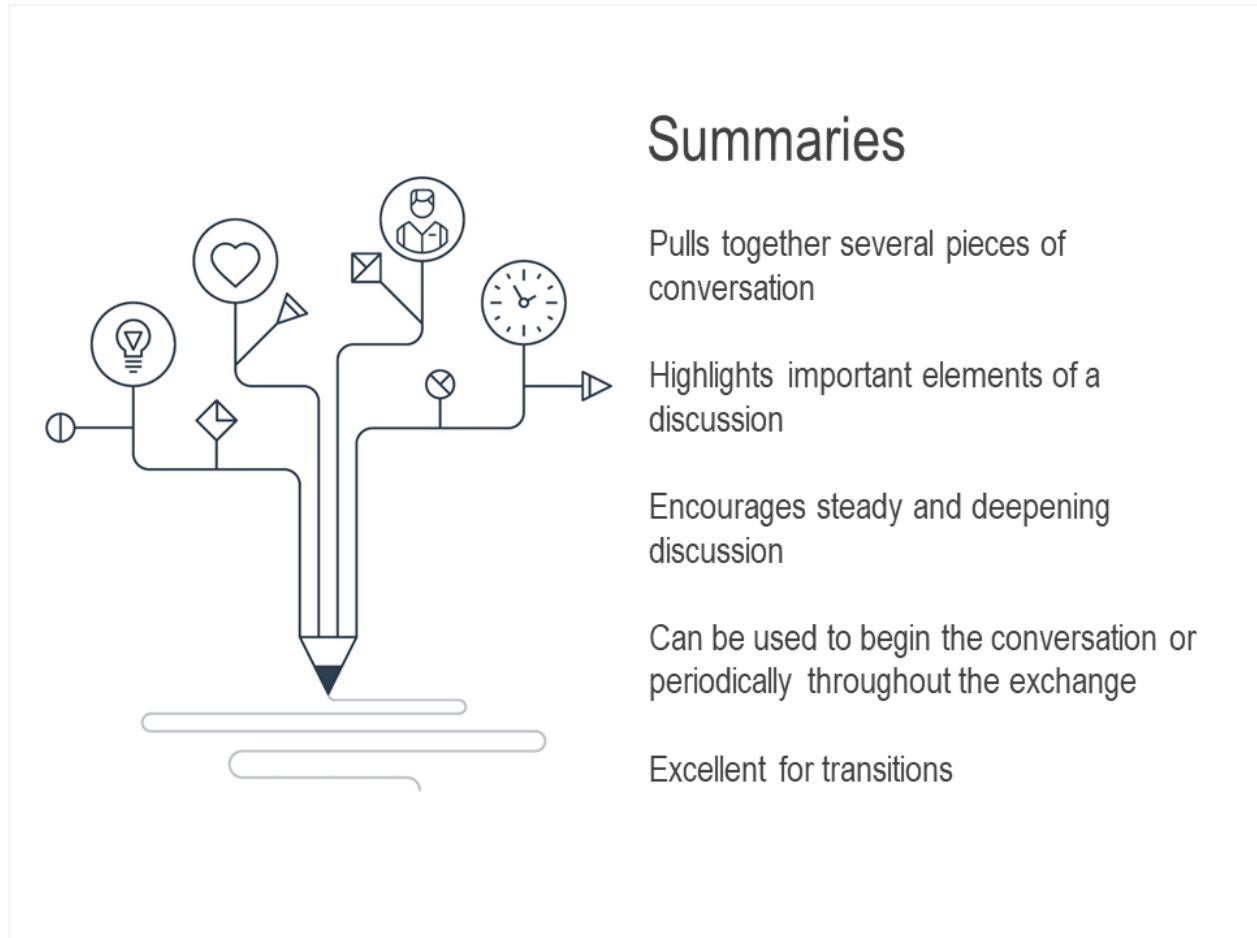
- What was your experience providing complex reflections in a larger conversation?

- What types of reflections were you able to use? Were any easier or more difficult to use and why?
- How did the speaker respond to your complex reflections?

What effect did the reflections have on the speaker?

When you were the speaker, what did it feel like when the listener offered reflections?

Trainer notes: As participants are practicing, listen in on various pairs so you can offer feedback or use examples you heard during the activity processing.



Core Message: Summaries pull together several pieces of the conversation, drawing together content from two or more prior statements, and reflect how they fit together.

Say: Now we're going to move on to summaries. Summaries are similar to reflections in that they reflect back what the person has shared, demonstrate we are listening and that we understand, and allow us to clarify any misunderstandings. Summaries differ from the reflections we've discussed so far because instead of focusing on one thing that's been shared, they pull together several pieces of the conversation, drawing together content from two or more prior statements, and reflect how they fit together.

Summaries also allow practitioners to reflect back any change talk that the person provides and are useful in highlighting important elements of the discussion. They encourage continued expression and deepening of the discussion. They can highlight both sides of an individual's ambivalence about change.

Summaries can be used to begin a conversation or periodically throughout your exchange to check in with the person and consolidate or organize information that's been discussed so far. They are especially important when you are transitioning from

one topic to another, shifting the discussion if the person becomes stuck, and when you're finishing up your conversation.

Summary - Collecting

Used to collect related information and reflect it back.

Can be used to keep the discussion going.

“Let me make sure I’m understanding what you’ve shared so far. You’re interested in moving into an apartment by yourself, because you’ve been having difficulties getting along with your roommates and you’re also concerned about feeling lonely if you live alone.”

Say: There are different types of summaries you can use. They each serve a specific purpose. There are collecting, linking, and transitional summaries.

Collecting summaries are used to collect inter-related information that has been shared by the person and reflect it back. Collecting summaries are helpful if someone has provided a lot of information and you want to reflect back what you have heard so far in order to show the person that you are understanding them and listening. Collecting summaries can be used to keep the momentum of the discussion going. An example of a collecting summary is, “Let me make sure I’m understanding what you’ve shared so far. You’re interested in moving into an apartment by yourself, because you’ve been having difficulties getting along with your roommates and you’re also concerned about feeling lonely if you live alone.”

Summary - Linking

Used to connect or pull together pieces the person has shared at different times.

Great for making connections.

“As I hear you talking today about being afraid to get back into the workforce, I remember when we first met and you expressed your fear about starting the training program you just completed.”

Say: Linking summaries connect or pull together pieces that the person has shared in the current conversation with something they shared with you earlier, either earlier in the current session or in a prior conversation. By incorporating information from various discussions, you're helping them make connections they may not otherwise have seen. An example of a linking summary is, “As I hear you talking today about being afraid to get back into the workforce, I remember when we first met and you expressed your fear about starting the training program you just completed.”

Summary - Transitional

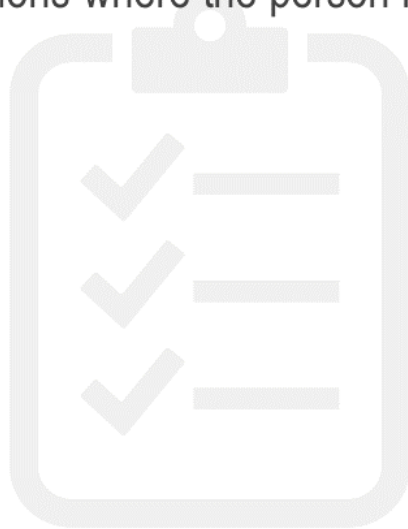
Brings what has happened so far and transitions to a new task or direction.

“Before we wrap-up our discussion for today, let me summarize what I’ve heard so far, and you can let me know if I’ve missed anything. You haven’t been feeling well physically and this scares you because several members of your family have had serious health conditions. You think it might be time to see a doctor and that’s scary for you.”

Say: Transitional summaries bring together what has happened or what has been discussed so far and transition to a new task or change direction. An example of a transition summary is “Before we wrap our discussion for today, let me summarize what I’ve heard so far, and you can let me know if I’ve missed anything. You haven’t been feeling well physically and this scares you because several members of your family have had serious health conditions. You think it might be time to see a doctor and that’s scary for you.”

Summary – Double Sided Reflections

Can work in situations where the person is expressing ambivalence.



Say: Double sided reflections can also serve as effective summaries in situations where the person is expressing ambivalence. Regardless of the type of summary you use, emphasis is always placed on shining a light on the persons change talk.



REMINDER

- Begin by stating you are making a summary.
- If the person is feeling ambivalent speak both sides of the uncertainty in the summary – like in a double-sided reflection.
- Highlight any change talk.
- Invite the person to correct errors in your understanding or anything you missed. Use open ended questions.

Say: It can be helpful to remember the following guidelines when making a summary statement.

- Begin by stating that you are making a summary. For example:
 - Let me see if I understand so far...
 - Here's what I've heard. Tell me if I've missed something.
- If the person is feeling ambivalent or “two ways” about changing, speak both sides of the uncertainty in the summary – like in a double-sided reflection. For example:
 - One the one hand you... on the other hand...
- Highlight any change talk you heard. For example:
 - You mentioned a few reasons you might want to make this change, including...
- Invite the person to correct any errors in your understanding or anything you missed. Be careful to use open ended questions here. You don't want to ask, have I missed anything? Instead ask:
 - What else would you add?
 - What have I missed?



Say: Before we practice summaries, let's watch a video illustrating each of the different types. As you watch the video, consider the following and we will review as a group at the conclusion of the video.

Do: Watch the video and then ask participants;

- What types of summaries did you hear Ken use when talking with Dawn?
- When did he use the summaries?
- Why do you think he chose to use each particular summary when he did?
- What other listening skills did you observe Ken using in this exchange?

Video Link:

<https://youtu.be/TBwxopZzec4?list=PL1UDVLmMXEEdivofbgt4d6sLAe5pulbPC>



Say: We have looked individually at each of the skills that make up OARS – open ended questions, affirmations, reflections, and summaries. Now, let’s begin to put all of these skills together. Let’s watch a video that demonstrates the use of all the OARS skills in combination.

Do: Watch the video and ask participants:

- What types of OARS skills did you see Anthony use when talking with Katty?
- When did he use a specific OARS skill?
 - Identify the statement and the skill he used.
 - Why do you think Anthony chose to use that skill at that time?
- What other listening skills did you observe Anthony using in this exchange?

Trainer notes: Point out any OARS skills that participants missed as well as your thoughts on why Anthony used a particular skill at a particular time (e.g., gain additional insight, move on to a new task, affirm a strength).

Video Link:

<https://youtu.be/9sbajibgrsg?list=PL1UDVLmMXEEEdIVofbgt4d6sLAe5pulbPC>

ACTIVITY

Putting It All Together

In pairs:

1. Pick a change you have ambivalence about. Pick something you are comfortable in sharing!
2. Identify who will begin as the listener. The listener: Ask an open ended question to get the conversation started. Respond to the speaker using all 4 OARS skills, ending with a summary.
3. The listener can only use OARS skills in their responses.
4. After the listener has used all OARS skills, switch roles and repeat.

Say: We just watched the brief exchange putting all of the OARS skills together in one exchange, now let's practice these skills. We are going to do an exercise using all four of the OARS skills: open ended questions, affirmations, reflections, and summaries.

Do: For this exercise, you are going to work in pairs. You will switch roles halfway through so you will both have a chance to practice OARS. Identify something about yourself that you want to change, need to change, should change, have been thinking about changing, but haven't changed yet. In other words, pick something you have some ambivalence about. This may be what you discussed in the earlier Taste of MI exercise, but we are going to go a bit deeper here, so please make sure you are comfortable sharing this with others.

Identify who will begin as the listener. The listener should begin by asking an open ended question to get the conversation started. The listener will then respond to the speaker using all 4 OARS skills and ending with a summary. The listener can only use OARS skills in their responses. After the listener has used all OARS skills, you can switch roles and the other partner will do the same thing.

Ask participants:

- In your role as listener, what was your experience using all of the OARS skills in combination?
 - What worked well?
 - What challenges did you experience?
- In your role as speaker, did the exchange provide you any new insights regarding the change you were discussing?
 - Did the listener accurately summarize what you shared?

Trainer notes: As participants are practicing, observe each of the pairs and provide feedback as necessary and listen for examples you can share during the discussion. Note if participants are incorporating other listening skills (e.g., SOLER) and remind them if necessary.

If time allows, repeat this activity with participants in new pairs for additional practice.

ACTIVITY

Putting It All Together - Continued

1. Identify one person to practice using open ended questions, affirmations, simple and complex reflections, and summaries.
2. Start out with an open ended question. Keep the conversation moving by using reflections and affirmations. Use at least 2 open ended questions, 4-5 simple and complex reflections.
3. Use at least 1 affirmation, 1 collecting or linking summary, and 1 transitional summary.
4. Note how you felt using the OARS skills.
5. Bring your reflection to next session and be ready to discuss.

Say: We've come to the end of this session. Before the next session, I'd like for you to continue to practice using all of the OARS skills in combination. Practice the activity you just completed with your colleague(s) with, at least, one individual who you support in your services.

1. Start out with an open ended question. Keep the conversation moving by using reflections, affirmations, and summaries. Use at least two open ended questions, four to five reflections (simple and complex), one affirmation, one collecting or linking summary, and one transitional summary to conclude. Remember to not rely too heavily on questions, even open ended questions. Use your reflections, affirmations, and summaries to encourage exploration and discussion.
2. After your discussion, ask the person you practiced with to give you some feedback on how they felt during the exchange. Note their responses.
3. Briefly note how you felt using the OARS skills? Were some easier or harder than others to use? What went well? What did you struggle with?
4. Bring your notes to the next session to discuss.

SUMMARY
Module 5

Complex Reflections
Summaries
Connection
Practice!

1. Complex reflections address connections that are below the surface
2. Summaries pull together pieces of important information and show how they fit together
3. Practice, practice, practice putting it all together
4. Quality of communication will improve

Say: In today's module we presented complex reflections and summaries, the remaining skills that make up OARS. OARS are core skills in MI and should be used throughout your exchanges. Using these skills allows you to evoke reasons and motivations for change, reinforce change talk, affirm strengths and forward progress, make connections the person may not have seen, and demonstrate that we are listening and understanding the person's perspective. We highlighted that complex reflections serve to deepen the dialogue and address feelings, meanings, and connections that may be below the surface. Summaries can help to do this as well, but they are unique in that they connecting pieces of information from different parts of the conversation or different conversations and help the person to see how they fit together.

Summaries can also be used to explore ambivalence when used like double sided reflections. Now that you've learned all of the parts of OARS you can put them all together and begin to use them in combination. They aren't easy so you'll need to continue to practice until the skills become more natural and automatic. If you practice these core skills, you will not only get better at the skills, but they will improve the overall quality of your communication.



Say: What questions or comments do you have?

Module 6

Putting it all Together & The Continuum of Change

Time Needed: 60 minutes

Putting it all Together & The Continuum of Change

This module focuses on bringing together everything discussed so far and connect motivational interviewing to the continuum of change that people often experience.

By the end of this module, participants will be able to:

1. Identify the elements of the continuum of change
2. Describe the connection between the continuum of change and motivational interviewing
3. Demonstrate how to best support someone in the change process based on place in the continuum
4. Synthesize the spirit, processes, and skills of motivational interviewing

Materials Needed:

Slide Deck

Activities:

- OARS – Putting It All Together
- Vignettes

Video:

Precontemplation Stage of Change

<https://youtu.be/-wxnNnCfyE?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Contemplation Stage of Change

<https://youtu.be/9gmaAzxnpvA?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Preparation Stage of Change

<https://youtu.be/K-N1zV9HCiU?list=PL1UEEdIVofbgt4d6sLAe5pulbPCDVLmMX>

OARS Combined

<https://youtu.be/9sbajibgrsq?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Action Stage of Change

<https://youtu.be/yi63B4Nyg0s?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Maintenance Stage of Change

<https://youtu.be/Drjv30vcOIM?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Relapse/Recycle Stage of Change

<https://youtu.be/4xhLw0UUrVQ?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Resource:
(none)



Say: For today's session we're going to focus on bringing together everything we have discussed so far and connect motivational interviewing to the continuum of change that people often experience. We've already discussed motivational interviewing and its connection to supporting change, the importance of the spirit and processes of MI, as well as the use of specific skills. Now we'll talk about how to put those into practice in the context of the continuum of change.



REVIEW
Module 5

Complex Reflections
Summaries
Connection
Practice!

1. Complex reflections address what's happening "below the surface"
2. Complex reflections test ones understanding while deepening the conversation
3. Summaries collect information, highlight, minimize or link information
4. Summaries can be used to end the discussion, switch topics or shift conversation

Say: During the last session we reviewed and practiced complex reflections, including feeling, meaning, double sided, and amplified reflections. Like simple reflections, complex reflections communicate back to the speaker what you heard them say, but they go beyond simple reflections by including an interpretation of what may be communicated at an unspoken level or below the surface of the specific words the person is sharing. Complex reflections are a way of testing your understanding of what is really going on for the person and deepening the conversation.

We also talked about summaries. Summaries are a special type of reflection in that they communicate back to the person what they shared, but they're special in that they serve additional purposes. Summaries can be used throughout a conversation to collect the information that's been gathered so far and bring the information together in a related way; to highlight important parts of the discussion; to strategically highlight certain information and minimize other information; to link current information with information that's been shared previously; and to transition to the end of your discussion, switch between topics, or shift the direction of the conversation if it has become stuck.

Do: Ask participants:

- What was the most important thing you took away from Module 5?
- How did your work with participants change based on what you learned in Module 5?

What questions do you have about what was covered in Module 5?

ACTIVITY

OARS - Putting It All Together

1. Identify one person to practice using open ended questions, affirmations, simple and complex reflections, and summaries.
2. Start out with an open ended question. Keep the conversation moving by using reflections and affirmations. Use at least 2 open ended questions, 4-5 simple and complex reflections.
3. Use at least 1 affirmation, 1 collecting or linking summary, and 1 transitional summary.
4. Note how you felt using the OARS skills.
5. Bring your reflection to next session and be ready to discuss.

Say: At the end of the last session, I asked you to practice using all of the OARS skills in combination with one individual who you support in your services.

- Start out with an open ended question. Keep the conversation moving by using reflections, affirmations, and summaries. Use at least two open ended questions, four to five reflections (simple and complex), one affirmation, one collecting or linking summary, and one transitional summary to conclude. Remember to not rely too heavily on questions, even open ended questions. Use your reflections, affirmations, and summaries to encourage exploration and discussion.
- After your discussion, ask the person you practiced with to give you some feedback on how they felt during the exchange. Note their responses.
- Briefly note how you felt using the OARS skills? Were some easier or harder than others to use? What went well? What did you struggle with?

Do: Ask for volunteers to share their experience with using all of the OARS skills.

- What was your overall experience practicing the skills?
- How did you feel during the conversation?
- What were some of the challenges?
- How did the person you were meeting with respond?

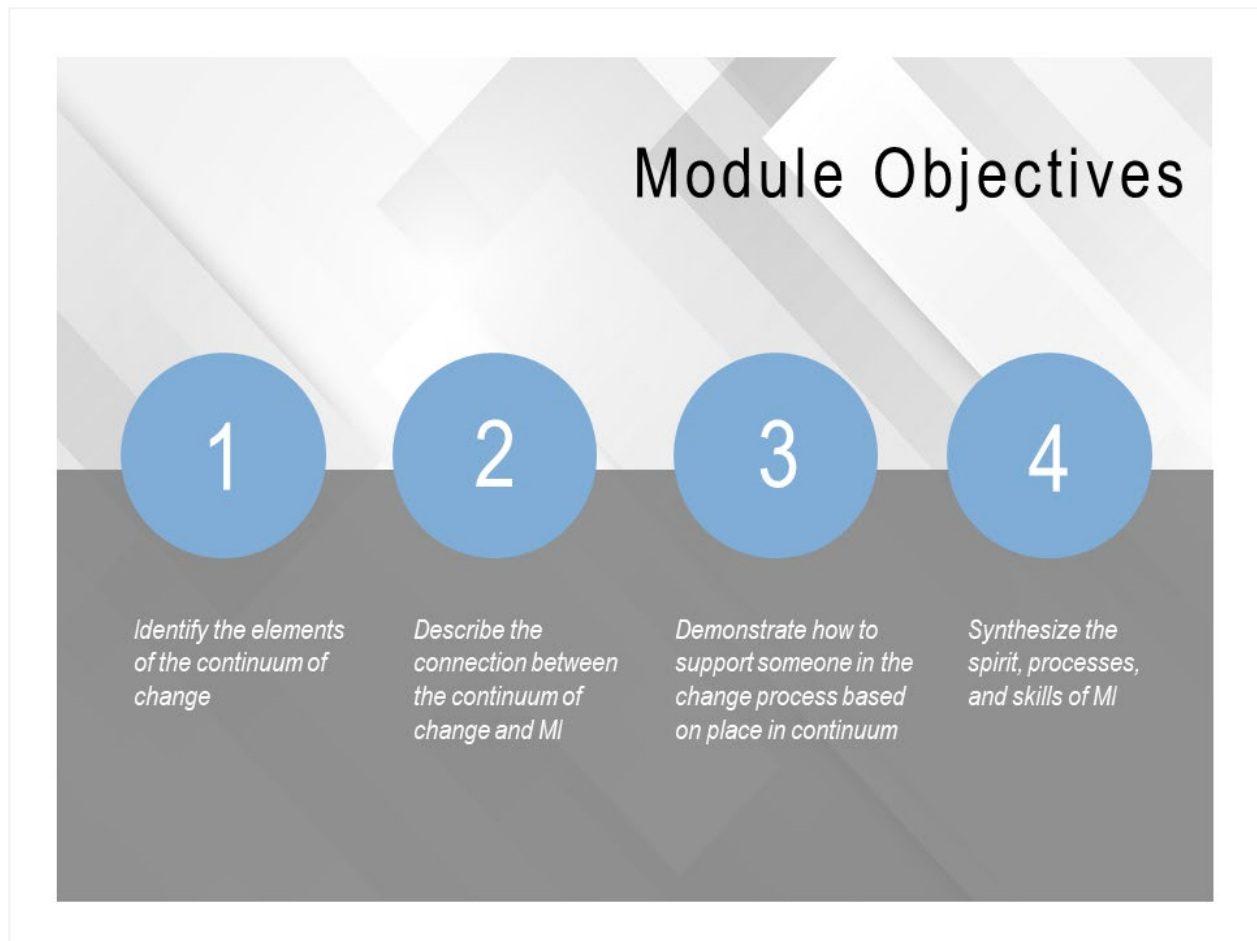
After the exercise, process participants' responses and ask the group to provide some suggestions for addressing the challenges that were identified.

ACTIVITY

OARS - Putting It All Together

Volunteers Needed to Share Experiences:

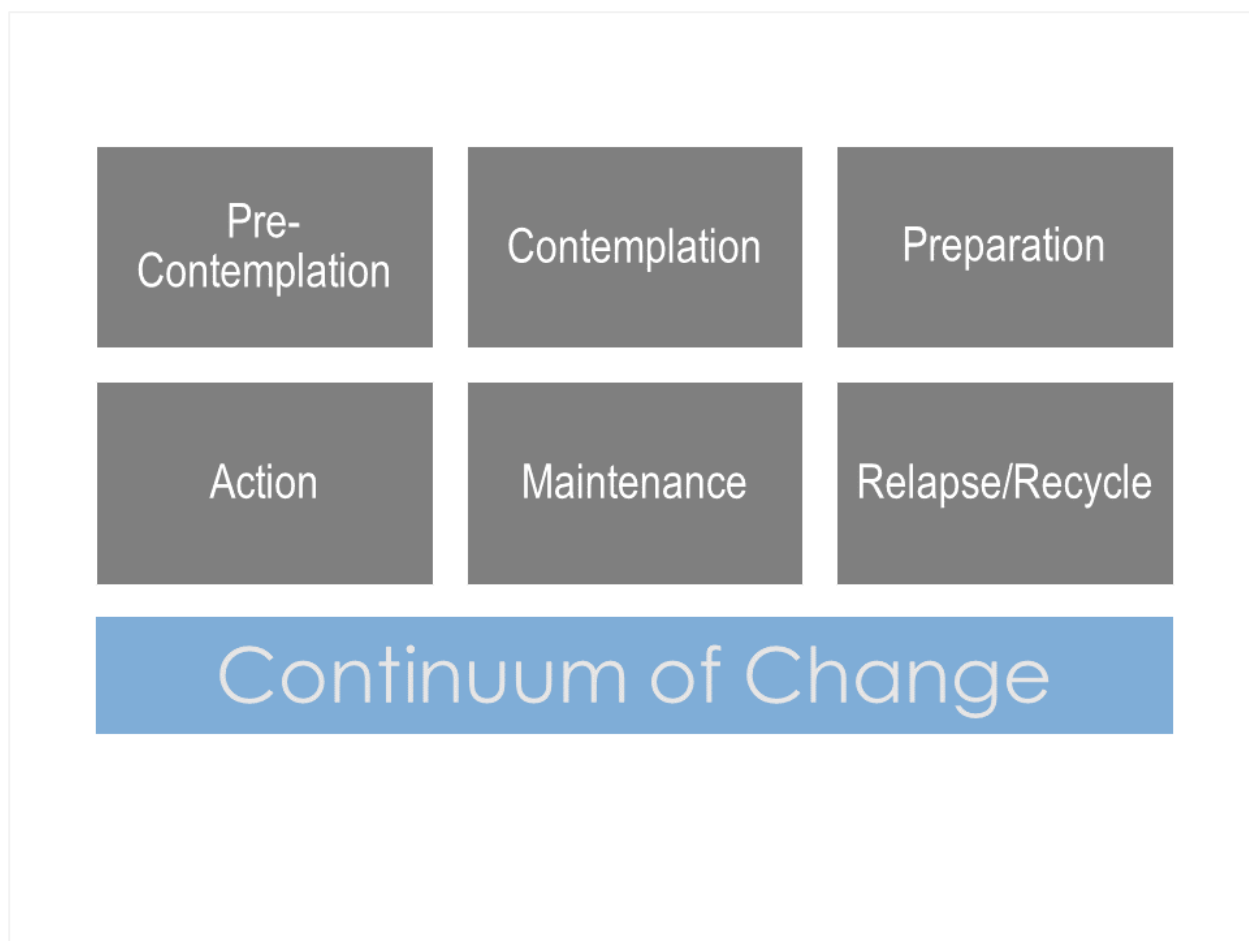
1. What was your overall experience practicing the skills?
2. How did you feel during the conversation?
3. What were some of the challenges?
4. How did the person you were meeting with respond?



Say: Today we're going to continue to build on what we've learned so far by adding in the concept of the continuum of change and how it plays a role in the change process. What we're talking about today is not explicitly motivational interviewing, but connects with the motivational interviewing processes and can help in identifying strategies to support people to move forward in their change.

At the end of this module, you will be able to:

1. Identify the elements of the continuum of change
2. Describe the connection between the continuum of change and motivational interviewing
3. Demonstrate how to best support someone in the change process based on place in the continuum
4. Synthesize the spirit, processes, and skills of motivational interviewing



Core Message: The stages of change should be viewed as a continuum of change rather than discrete stages.

Say: You may have heard about the stages of change that were originally developed by Prochaska and DiClemente in the late 1970s when they were studying ways to help people quit smoking. The stages of change model has been found to be an effective aid in understanding how people move through a change in behavior. This model describes the dimensions of the change process in terms of stages and also describes strategies for working with people in each stage. For example, understanding what stage of change a person is in related to a specific behavior will allow the practitioner to understand how to best utilize motivational interviewing strategies.

There is extensive research on the stages of change model and evidence for its clinical utility. The stages of change can be used to explore any behavior change or change process. That being said, we find it important to look at the change process as a continuum rather than a stage-wise process. People may fluctuate along the continuum and they often don't move in a linear fashion through the continuum. There are also no set criteria for how to determine exactly where a person is in the change process. If you think about some of the changes you have discussed throughout this training, you probably have realized that making change is much more of a fluid process than a move

through discrete stages. Despite this it can be helpful to conceptualize that people move through the continuum and need different supports at different times.

The continuum of change consists of six aspects:

1. Precontemplation – the individual has no perceived need for change.
2. Contemplation – the individual is thinking about making a change.
3. Preparation – the individual is preparing for or getting motivated to make a change.
4. Action – the individual has begun to take steps toward making the change and/or is currently making the change.
5. Maintenance – the individual is maintaining the change.
6. Relapse/Recycle – the individual may go back to previous behaviors and need to work back through the change process, alternatively the person may fully integrate the change into their ongoing actions and their sense of self.

Do: Ask participants:

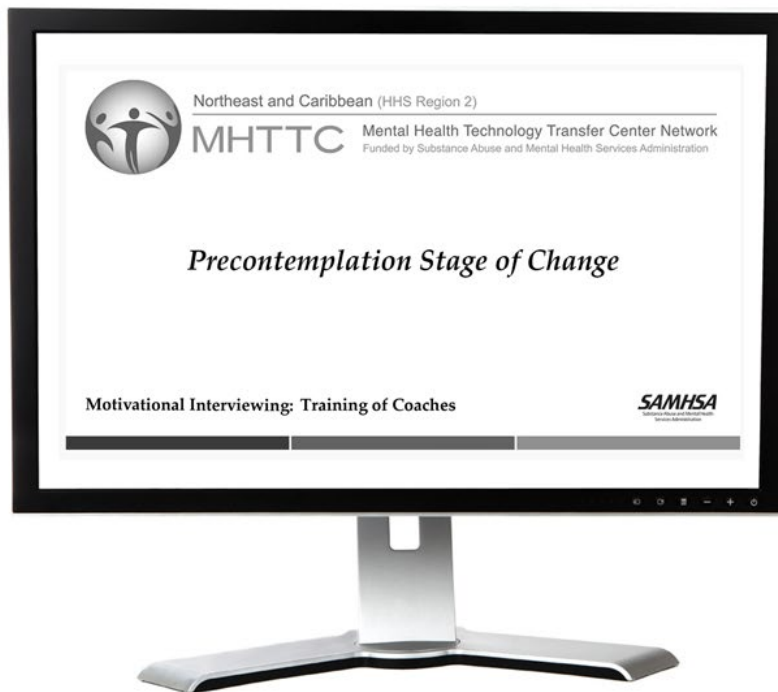
- What do you know about each of the aspects of the continuum of change?
- Considering your own change process discussed earlier in the training, where would you say you are in the continuum of change?
- What has your change process looked like?

Process participant responses and highlight that, based on their experience, the change process is definitely not linear and definitely not easy.

Continuum of Change Videos

Say: While the aspects of the continuum of change may be easy to understand conceptually, they can be a bit more complicated to identify in conversation with the person making the change.

To illustrate each aspect, we're going to listen to a few brief video clips of what someone may sound like when they are at different places along the continuum of change.



<https://www.youtube.com/watch?v=-wxnNnCfyE&list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Do: Play video clip and ask participants:

- What did you hear that clues you in that the person is in precontemplation?
- What are examples from your work of things people have said that suggest they're in precontemplation?

Video Link:

https://youtu.be/_wxnNnCfyE?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC



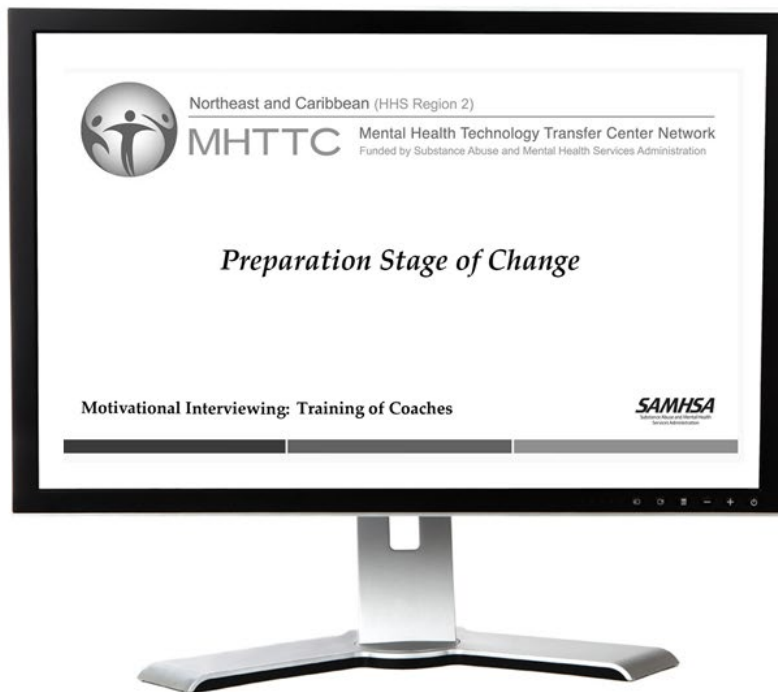
<https://www.youtube.com/watch?v=9gmaAzxnpvA&list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>

Do: Play video clip and ask participants:

- What did you hear that clues you in that the person is in contemplation?
- What are examples from your work of things people have said that suggest they're in contemplation?

Video Link:

<https://youtu.be/9gmaAzxnpvA?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>



<https://youtu.be/K-N1zV9HCiU?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>

Do: Play video clip and ask participants:

- What did you hear that clues you in that the person is in preparation?
- What are examples from your work of things people have said that they're in preparation?

Video Link:

<https://youtu.be/K-N1zV9HCiU?list=PL1UEEdIVofbgt4d6sLAe5pulbPCDVLmMX>



<https://www.youtube.com/watch?v=vi63B4Nyg0s&list=PL1UDVLmMXEEdivofbgt4d6sLAe5pulbPC>

Do: Play video clip and ask participants:

- What did you hear that clues you in that the person is in action?
- What are examples from your work of things people have said that suggest they're in action?

Video Link:

<https://youtu.be/yi63B4Nyg0s?list=PL1UDVLmMXEEdivofbgt4d6sLAe5pulbPC>



<https://youtu.be/Drjv30vcOIM?list=PL1UDVLmMXEEdivofbgt4d6sLAe5pulbPC>

Do: Play video clip and ask participants:

- What did you hear that clues you in that the person is in maintenance?
- What are examples from your work of things people have said that suggest they're in maintenance?

Video Link:

<https://youtu.be/Drjv30vcOIM?list=PL1UDVLmMXEEdivofbgt4d6sLAe5pulbPC>



<https://youtu.be/4xhLw0UUrVQ?list=PL1UDVLmMXEEEdIVofbgt4d6sLAe5pulbPC>

Do: Play video clip and ask participants:

- What did you hear that clues you in that the person is in relapse/recycle?
- What are examples from your work of things people have said that suggest they're in relapse/recycle?

Video Link:

<https://youtu.be/4xhLw0UUrVQ?list=PL1UDVLmMXEEEdIVofbgt4d6sLAe5pulbPC>



Say: While the continuum of change does not represent a linear process, it can be a helpful concept to keep in mind when thinking about how to support someone in their change process. What is needed to support someone who is in pre-contemplation or contemplation as it relates to their target behavior is different than what is needed for someone who is in preparation or action. It is important to get a sense of where they are in the continuum so that there's not a mismatch between what you're doing and where they are.

Too often, we as practitioners approach the people we're supporting as if they are all in preparation or action. We assume that they're ready to make the change and we provide guidance and advice, set up meetings or activities, and then we may feel frustrated when the person doesn't follow through. We have to remember that people come to us at all places along the continuum. We need to listen to them to learn where they are and then, using our MI spirit and skills, evoke motivation and change talk from them that will help move them closer to change, to resolve ambivalence, or reinforce the change they have already begun to make.

It's also important to recognize that people may be in different places on the continuum for different behaviors. Remember that during the process of focusing you help people identify their goals for change and specify target behaviors. When considering the

continuum of change you need to think about where the person is with each of the target behaviors because they may not all be in the same place.

Continuum of Change Vignettes

Say: Let's take a look at a few examples to see if you can get a sense of where the person is on the continuum of change and, based on that, what interventions you think would be best to help move them toward change.

#1

Isaiah has recently been fired from his job and he is very angry about it. He worked for a number of years and feels like he was terminated for no cause. He blames his co-workers for his termination from this job and several jobs before this one.

He does not want to work on his resume or provide any information about his previous employment. He is not open to talking about his history of getting terminated and the behaviors that have contributed to his getting fired.



Do: Ask for a volunteer to read the vignette out loud. Then, ask participants the following questions:

- What is Isaiah's focus or goal for change?
- Where on the continuum of change do you think Isaiah is?
 - What information indicated this to you?
- What motivational strategies would you use to support Isaiah with making a change?

Trainer notes: Isaiah's goal for change is getting a new job, although you may need to ask Isaiah some additional questions to confirm that that's what he's interested in doing since it's not entirely clear from the vignette.

Isaiah is mostly likely in pre-contemplation on the continuum. Indicators of this include Isaiah's insistence that he has not played a role in his terminations and therefore doesn't see a reason to change anything about his behavior at work. At this time, Isaiah believes that others are to blame for his terminations and he is not interested in talking more about his experiences.

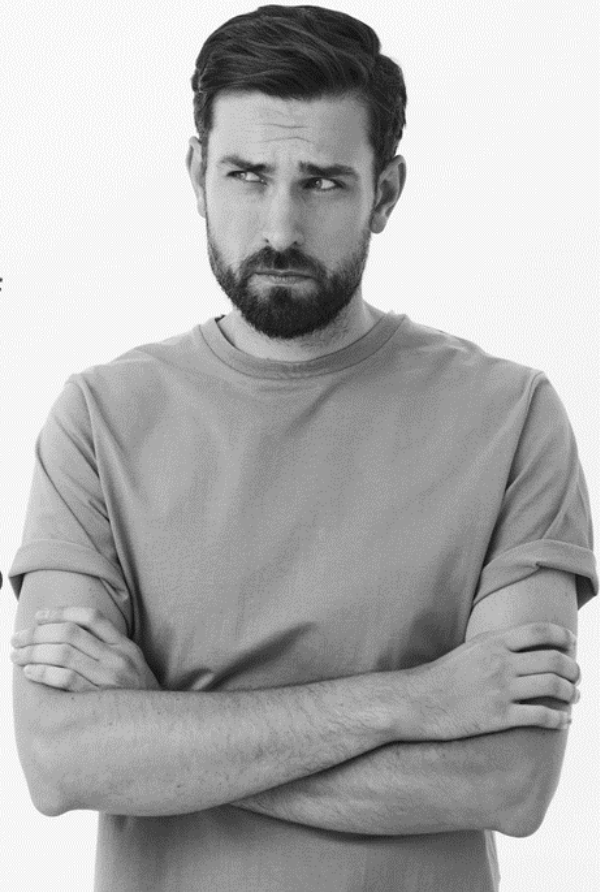
Some motivational strategies to use with Isaiah include:

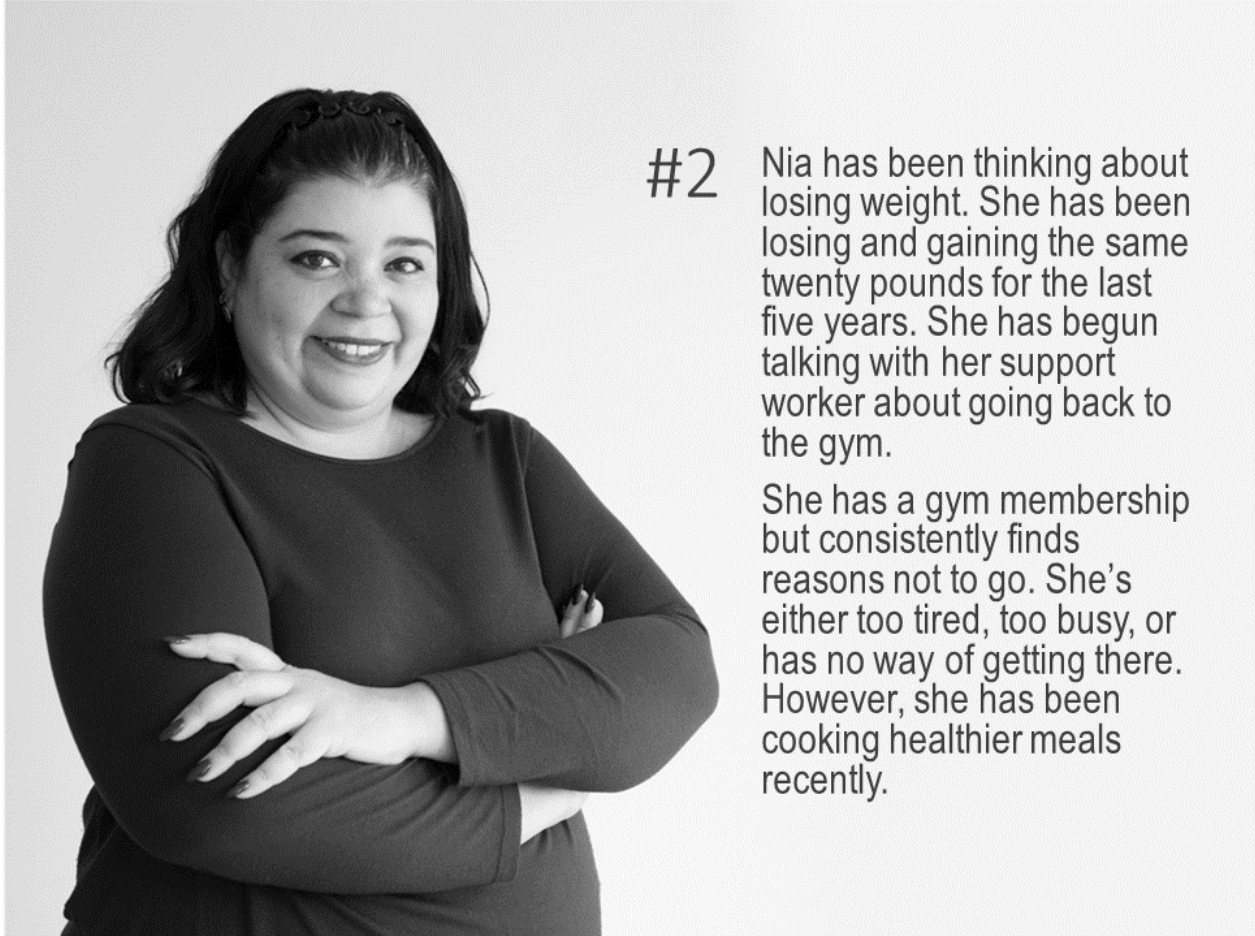
- Focus on building the therapeutic relationship, spend time establishing rapport and building trust.

- Ask Isaiah open ended questions and listen to his responses to understand his experiences better. Elicit Isaiah's perception of the problem.
- Use reflections and affirmations to let Isaiah know that you understand his perspective.
- Examine discrepancies between Isaiah's perception of the problem and other feedback or input he's received. Only do this after a relationship has been built.

Questions

1. What is Isaiah's focus or goal for change?
2. Where on the continuum of change do you think Isaiah is? What information indicated this to you?
3. What motivational strategies would you use to support Isaiah with making a change?





#2 Nia has been thinking about losing weight. She has been losing and gaining the same twenty pounds for the last five years. She has begun talking with her support worker about going back to the gym.

She has a gym membership but consistently finds reasons not to go. She's either too tired, too busy, or has no way of getting there. However, she has been cooking healthier meals recently.

Say: Let's move on to vignette #2.

Do: Ask for a volunteer to read the vignette out loud. Then, ask participants the following questions:

- What is Nia's focus or goal for change?
- Where on the continuum of change do you think Nia is?
 - What information indicated this to you?
- What motivational strategies would you use to support Nia with making a change?

Trainer notes: Nia's focus is the goal of losing weight, but she has two different target behaviors. The first target behavior is exercising at the gym and the second is cooking healthier meals. It's important to distinguish between different target behaviors because people can be at different places in the continuum of change for each target behavior.

Regarding the gym, it seems that Nia is somewhere between contemplation and preparation. She has a gym membership which suggests she is at least in preparation, however, consistent reasoning to not go to the gym suggests she may be closer to contemplation. In terms of cooking healthier meals, it seems that Nia is in the action

stage. We know this because she has shared that she has, in fact, been cooking healthier meals.

In terms of motivational strategies, it's important to recognize that different strategies are likely necessary because Nia is at different places on the continuum with regard to her target behaviors.

Regarding Nia's target behavior of exercising at the gym, because she's in contemplation/preparation, you want to focus on strengthening her internal motivation to change. You can do this by evoking change talk, eliciting statements of intent and commitment to make the change, asking about any barriers or obstacles that are getting in the way and how they could be addressed, and asking Nia what has worked in the past since this is something she has previously had success with. This could also be a time to strengthen the change plan.

In terms of Nia's target of cooking healthier meals, we recognize that she is in action and when someone is in action you want to continue to support the person to implement their change plan. You can help Nia identify potential future challenges and develop plans to cope with them in advance to try to avoid relapse. You can also affirm and reinforce the progress Nia has made.

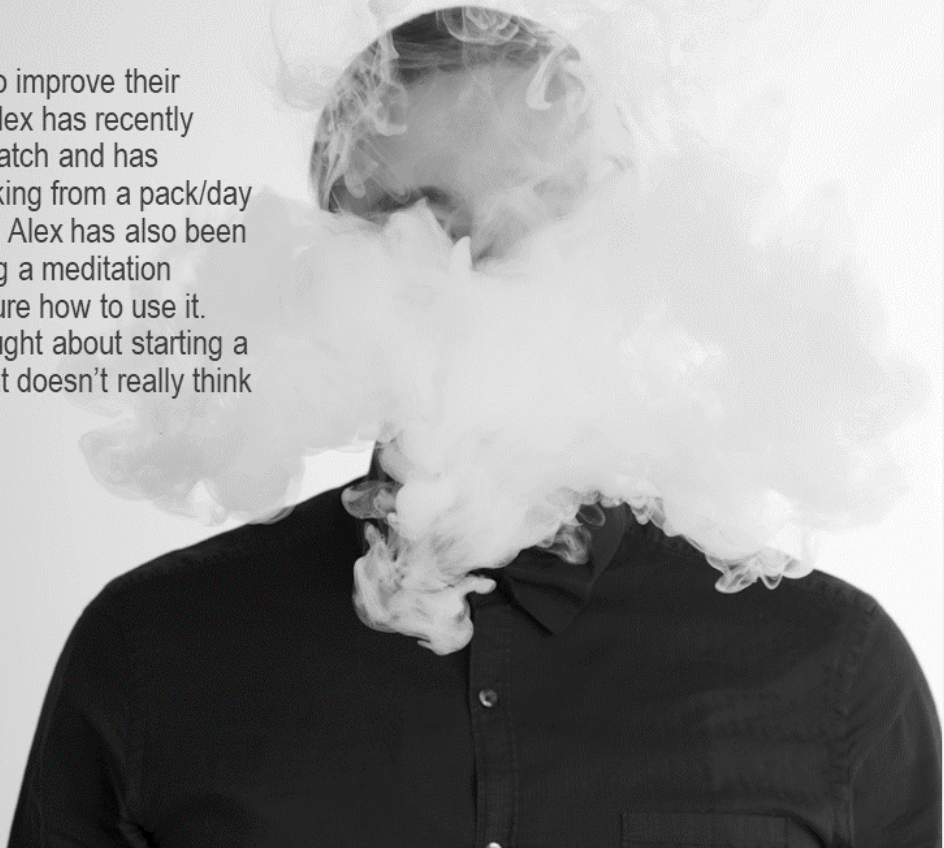


Questions

1. What is Nia's focus or goal for change?
2. Where on the continuum of change do you think Nia is? What information indicated this to you?
3. What motivational strategies would you use to support Nia with making a change?

#3

Alex really wants to improve their overall wellness. Alex has recently started using the patch and has reduced their smoking from a pack/day to 5 cigarettes/day. Alex has also been considering starting a meditation practice but isn't sure how to use it. Also, Alex has thought about starting a feelings journal, but doesn't really think it will help.



Say: Here is our third and last vignette.

Do: Ask for a volunteer to read the vignette out loud. Then, ask the participants the following questions:

- What is Alex's focus or goal for change?
- Where on the continuum of change do you think Alex is?
 - What information indicated this to you?
- What motivational strategies would you use to support Alex with making a change?

Trainer notes: Please note - this vignette specifically uses a gender neutral name and gender neutral pronoun. It is important to correct participants if they try to apply a specific gender or gender pronoun to Alex. Please also model the use of they as a gender neutral, singular pronoun.

In this vignette, Alex's goal is improving their overall wellness. To do so, Alex has three target behaviors: quitting smoking, meditation practices, and journaling.

In relation to Alex's target behavior of quitting smoking, it appears that Alex is in the action stage, but still early in this stage. We know that Alex is in action because they

have begun using the patch and have reduced their smoking from a pack/day to 5 cigarettes/day. Next is the target behavior of meditation. Alex appears to be somewhere in the contemplation phase on the continuum. The fact that Alex has been talking about incorporating meditation but hasn't yet begun preparing to meditate or actually started meditating suggests they're in contemplation. Last is the target behavior of journaling. With this target behavior it appears Alex may be in the precontemplation phase.

Journaling may be a behavior that Alex was told to try but doesn't see the value in and doesn't want to actually follow through with. This may be a good time to evaluate whose goal journaling is and if it's really one of Alex's target behaviors or if it's someone else's?

In terms of motivational strategies, regarding quitting smoking, since Alex has begun to take action, you may want to affirm their work and provide affirmations of their success. The affirmations can acknowledge and validate their work and strengthen their commitment to change. Similarly, to Nia in the previous vignette, you can also help Alex identify potential future challenges or stressors that may impact their smoking and develop plans to reduce any potential negative impacts. You can also help Alex develop a support system to help them continue to make successful progress.

Regarding meditation, Alex seems to be contemplating incorporating meditation, but has some uncertainty. Motivational strategies should focus on strengthening Alex's change talk and resolve any ambivalence. You can do this by evoking change talk, eliciting statements of intent and commitment to make the change. It will be important to listen for that change talk and affirm specific statements. It also sounds like Alex may have some questions about meditation and helping them learn more may help move them towards preparation.

Questions

1. What is Alex's focus or goal for change?
2. Where on the continuum of change do you think Alex is? What information indicated this to you?
3. What motivational strategies would you use to support Alex with making a change?





Say: As we wrap up this final module, I hope we can understand the importance of connecting our strategies to the continuum of change. The only constant in the change process is change itself. Understanding the continuum of change allows you to assess where the person falls on the continuum so that you can match interventions and supports to help them move forward in their change process. It's also important to recognize that people can be in different stages related to difference behaviors and therefore we need to assess the continuum of change for each behavior. As people and the environment changes, there is a need for continued awareness and experimentation. Remember if we move faster or don't take the time to listen, we may not adequately support the change process and we may create the discord we discussed in an earlier module. We often need to slow down, listen more, use our skills, and let the person drive the change process.



SUMMARY
Module 6

Collaboration
4 Processes
OARS
Continuum

1. MI is a collaborative approach for change
2. Allows person making the change to lead
3. Resist your righting reflex; support
4. Keep the 4 processes as the foundation
5. Use OARS for exchanges
6. Change is not easy for anyone

Say: We've now covered all of the foundational information and skills you need to be able to effectively use motivational interviewing. As you continue to integrate MI into all aspects of your work, remember these important points:

- Motivational interviewing is a collaborative approach to help people make desired changes by strengthening their own motivation and commitment to change.
- A guiding style allows you to support the person making a change while still allowing the person to take the lead.
- We have a tendency toward the righting reflex, but despite our intentions, this can lead to discord and more sustain talk, rather than change.
- By embodying the spirit of MI in all that you do, you convey your belief that the person is the expert and they have the capacity to succeed in making their change, you value and support their autonomy, and you work in service of them.
- Keep the 4 processes as the foundation for your work. Engage to build a trusting relationship; focus to help clarify the person's change goal; evoke to draw out the person's own motivation for change, and plan for success.
- Listen for change talk and affirm, acknowledge, reinforce, and summarize it whenever you hear it. When you hear sustain talk, note it for yourself, but don't focus on it.

- Use OARS in all of your exchanges to deepen the discussion, demonstrate that you are listening, provide opportunity for clarification, and make connections and draw the person's attention to associations they may not have recognized.
- Keep in the back of your mind the continuum of change and the different motivational and intervention strategies that will be most helpful. Not everyone is ready for action and a change plan. Spend time engaging, focusing, and evoking, using your OARS, to help someone build motivation and eventually get to making a successful change.

Remember that change is hard – it's hard for all of us, but using your motivational interviewing spirit, processes, and skills you can help someone make and maintain their desired change.



Say: We've come to the end of the MI series. Before we conclude the series, let's answer any questions you have and discuss how you will continue to expand your use of MI.

Do: Ask participants:

- What questions do you have about any of the modules or content we've presented in this series?
- Identify two strategies you will use to continue to incorporate and expand your use of MI in your work.
- Is there anything else you want to discuss that supports the use of MI?

Consider also asking:

- What can our organization do to further support you in your use of MI?
- What additional resources do you need to further incorporate MI into your current services?



Say: I would like to thank you for your dedication and commitment to actively participating in this training. I will be passing out an evaluation for you all to complete. I appreciate your honest feedback. Please know I will take your feedback into account as I continue these trainings.