

Motivational Interviewing

An Introduction

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What is Motivational Interviewing?

Motivational interviewing (MI) is a person-centered, guiding method of communication and counseling to elicit and strengthen motivation for change

(“The Prep-step Before Action”)

Dancing vs. *Wrestling*

Connecting vs. *Correcting*

Consulting vs. *Instructing*

Tapping vs. *Pulling*

Eliciting vs. *Imparting*

Guiding vs. *Directing*

Primary Goals:

- Minimize resistance (discord & sustain talk)
- Evoke change talk
- Explore and resolve ambivalence
- Nurture hope and confidence

Primary Belief (Michelangelo Belief): The capacity and potential for change and adherence is within every person!

“People possess substantial personal expertise and wisdom regarding themselves, and tend to develop in a positive direction, given the proper conditions and support...”

- Miller & Moyers, ‘06

0 -----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

“Confidence in activating motivation for change”

0 -----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

“Comfort in Role Playing”

Get R.E.A.L: *Respect, Empathy, Active Collaboration, Listen*

Listen with:

- Presence—undivided attention
- Patience
- Eyes, ears, and heart—use all of your senses
- Acceptance & non-judgment
- Curiosity
- Delight
- No interruptions
- Silence: *inside & outside*
- Encouragers (e.g., mm-hmm, I see, go on, oh, really, right, no way, what else, wow, tell me more)
- **Reflection**
- Summary

1. Open the conversation

- Name
- Job
- Time
- Agenda
- Ask permission

2. Ask open-ended questions

- What are your hopes, dreams & visions for 2020?
LISTEN!

3. Listen with:

- Presence—undivided attention
- Eyes, ears, and heart—use all of your senses
- Acceptance & non-judgment
- Curiosity
- Delight
- No interruptions
- Silence
- Encouragers (e.g., mm-hmm, I see, go on, oh, really, right, no way, what else, wow, **tell me more**)

4. Summarize

- Check understanding: *“Did I get it all?”*

5. Ask about the next step (*“Test the water”*)

- *What’s next?*

6. Close the conversation

- Show appreciation: *Thank you!*
- Voice confidence: *I’m confident that if you stick with your decision to _____, you’ll find a way to do it!*

Explore --- Offer --- Explore

- **Explore:** Ask what the client knows, has heard, or would like to know

What do you already know about the treatment program?

When it comes to diabetes, what would be most helpful to know more about?

What's made it easy for you to take your medication?

Ask permission:

"Do you mind if I share my concerns?"

"Can I share some information with you?"

"Is it okay with you if I tell you what we know?"

- **Offer:** Offer information in a neutral, nonjudgmental manner

Others have benefited from...

Folks have found...

What we know is...

Research suggests...

Studies have shown...

What we generally recommend is...

Some patients in your situation...

- **Explore:** Ask about thoughts, feelings, and reactions

What do you think about this information?

Based on these ideas for healthy eating, what could you see yourself doing?

In terms of you living on the streets, what concerns you the most?

Where does this leave you in terms of taking the medication regularly?

I've given you a lot of information about the housing program. What thoughts or questions do you have about all of this?

Style & Spirit

- **Empathic:** seeking to understand things from the client's perspective
- **Warm & friendly**
- **Compassionate:** a deliberate commitment to pursue the welfare and best interests of the other
- **Collaborative:** sharing power and control; working together in partnership; pursuing common goals; dancing rather than wrestling.
- **Accepting/Non-judgmental**

The paradox of change (Rogers, 1957): when a person feels accepted for who they are and what they do—no matter how unhealthy—it allows them the freedom to consider change rather than needing to defend against it.

- **Respectful:** asks permission before raising a topic, addressing concerns, offering advice, or providing education
- **Positive and hopeful:** confident in the human spirit to grow and change in positive directions
- **Individualized:** tailors intervention approach to match a client's own situation and readiness of change
- **Evocative:** Encourages the client to do most of the talking

EVOKING versus IMPARTING

- **Honoring of autonomy:** respects the client's freedom of choice, personal control, perspective, and ability to make decisions

O.A.R.S + I (Information Offering)

- ❖ Asks mostly **open-ended (ahh)** versus close-ended questions

Strength-based Question
Change Talk Focused Question
Disarming Question

- ❖ **Affirms (clap)** the client by saying things that are positive or complimentary, focusing on strengths, abilities or efforts
- ❖ **Reflective Listening (snap)**
 - Listens carefully, without judgment and interruption
 - Allows for silence
 - Effectively uses “encourages” to invite client dialogue
 - Reflect, Reflect, Reflect
- ❖ Provides appropriate **summaries (pat)**

Key Principles

Control and choice: People are more motivated to make change when it's based on their own decisions and choices, rather than an authority figure telling them what to do (*Reactance theory: Brehm & Brehm, 1981; Self-determination theory: Deci, 1980*).

“Change talk”: People are more persuaded by what they hear themselves say than by what someone tells them (*Self-perception theory: Bem, 1972*).

Hope and Possibility: A helping professional's belief in a client's ability to make behavior change can influence outcome (*Self-efficacy theory: Bandura, 1994; Leake and King, 1977*).

Acceptance (Rogers, 1957): When a person feels accepted for who they are and what they do—no matter how unhealthy or destructive—it allows them the freedom to consider change rather than needing to resist it.

Committed Decisions:

“Concerning all acts of initiative and creation, there is one elementary truth—that the moment one definitely commits oneself, then providence moves too.” - Goethe

Less is more: *“... one of nature's most subtle and paradoxical laws.”*

- Huang & Lynch

Interpersonal style: motivation—and resistance—is powerfully influenced by the interpersonal style of the helping professional (*Motivational Interviewing: Miller and Rollnick, 1991, 2002*)

No Fixin'!!!

Highlights of Motivational Interviewing

- ❖ The clinician does not assume an authoritarian role. One avoids the attitude: “I’m the expert and I’m going to tell you how to run your life.”

- ❖ Responsibility for change is left with the client. The general message: “It is your choice if, when, and how to change, and nobody can make that decision for you.”

- ❖ Motivation for change is elicited from within the client, rather than imposed from without.

- ❖ The client, rather than the clinician, is the one who presents reasons for change.

- ❖ A variety of client-tailored strategies are used to build motivation. The direction pursued by the clinician is based on the client’s “readiness to change.”

- ❖ The clinician employs an empathic helping style based on warmth, non-judgment, acceptance, and respect.

- ❖ Motivational interviewing combines elements of directive and non-directive approaches. The interviewing session is client-centered, yet the clinician maintains a strong sense of purpose and direction.

Theoretical Perspectives

FRAMES

(Miller and Sanchez, 1994)

Feedback. Provide clients with personal feedback regarding their individual status and where they stand in relationship to the norms and standards.

Responsibility. Emphasize the client's freedom of choice and personal responsibility for their choices.

Advice. Provide clear recommendations in a supportive, non-threatening manner.

Menu. Provide options for patients to choose from.

Empathy. Express empathy; accurate reflective listening, warm and genuine manner, non-judgmental approach.

Self-efficacy. Reinforcing the client's sense of self-efficacy regarding their ability to make changes, or modify behavior.

Stages of Change

(Prochaska and DiClemente, 1986, 1992)

Precontemplation is the state in which people are not considering changing or initiating a behavior. They may be unaware that a problem exists.

Contemplation is the stage characterized by ambivalence about changing or initiating a behavior

Preparation is the stage characterized by reduced ambivalence and exploration of options for change.

Action is the stage characterized by the taking of action in order to achieve change.

Maintenance is the stage characterized by seeking to integrate and maintain a behavior that has been successfully changed or initiated.

Relapse is the stage characterized by a recurrence of the undesired behavior or elimination of a desired behavior.

Accepting	Courageous	Hopeful	Responsible
Adaptable	Creative	Imaginative	Sensible
Adventuresome	Decisive	Ingenious	Skillful
Alert	Dedicated	Intelligent	Solid
Ambitious	Determined	Loving	Spiritual
Assertive	Die-hard	Mature	Stable
Assured	Diligent	Open	Steady
Attentive	Doer	Optimistic	Thoughtful
Bold	Eager	Organized	Tough
Brave	Earnest	Patient	Truthful
Bright	Energetic	Persevering	Unique
Capable	Experienced	Persistent	Unstoppable
Clever	Fearless	Positive	Visionary
Committed	Flexible	Powerful	Wise
Competent	Focused	Receptive	Zealous
Confident	Forward-looking	Resourceful	Zestful

+	-
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Resistance (Sustain Talk/Discord) Producing Style

- | | | |
|-----------------------|-----------------------------|----------------------|
| - <i>Confronting</i> | - <i>Showing the way</i> | - <i>Pressuring</i> |
| - <i>Persuading</i> | - <i>Taking charge</i> | - <i>Criticizing</i> |
| - <i>Nagging</i> | - <i>Directing</i> | - <i>Scaring</i> |
| - <i>Interrupting</i> | - <i>Talking down to</i> | - <i>Rescuing</i> |
| - <i>Ordering</i> | - <i>Pulling the stroke</i> | - <i>Shaming</i> |
| - <i>Judging</i> | - <i>Exerting authority</i> | - <i>Scolding</i> |

Resistance Traps:

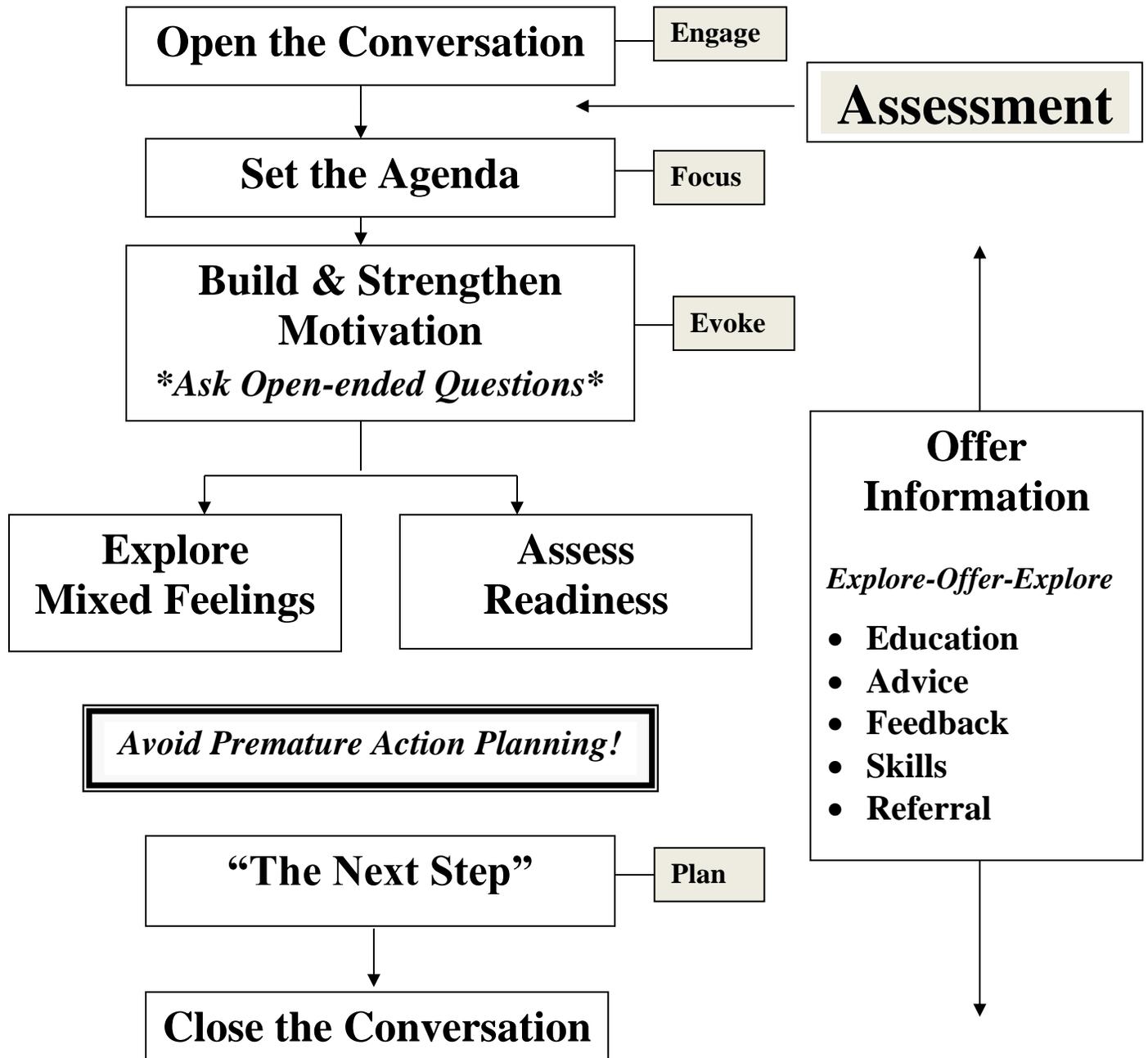
- The question-answer trap
- The taking sides trap
- The expert trap
- The labeling trap
- The scare tactics trap
- The pouncing trap
- The information overload trap
- **The premature action planning trap**

The “righting reflex”:

The need to...

- Fix things
- Set someone right
- Get someone to face up to reality

Clinical Roadmap

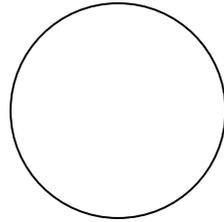


← **O.A.R.S + I** →

******Elicit and Reinforce Change Talk******

Physical Activity

Healthy Eating



Safety

Sleep

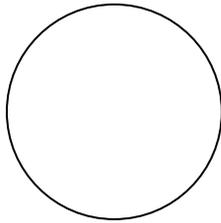
Relationships

Smoking

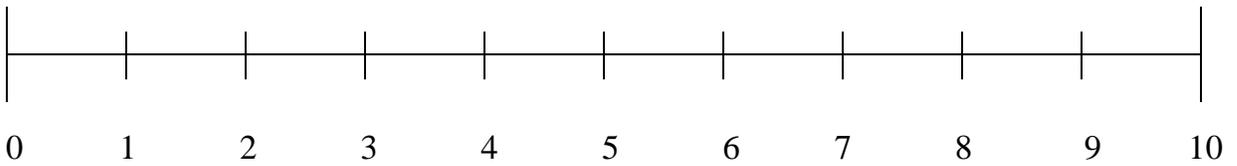
Spirituality

Alcohol

Stress

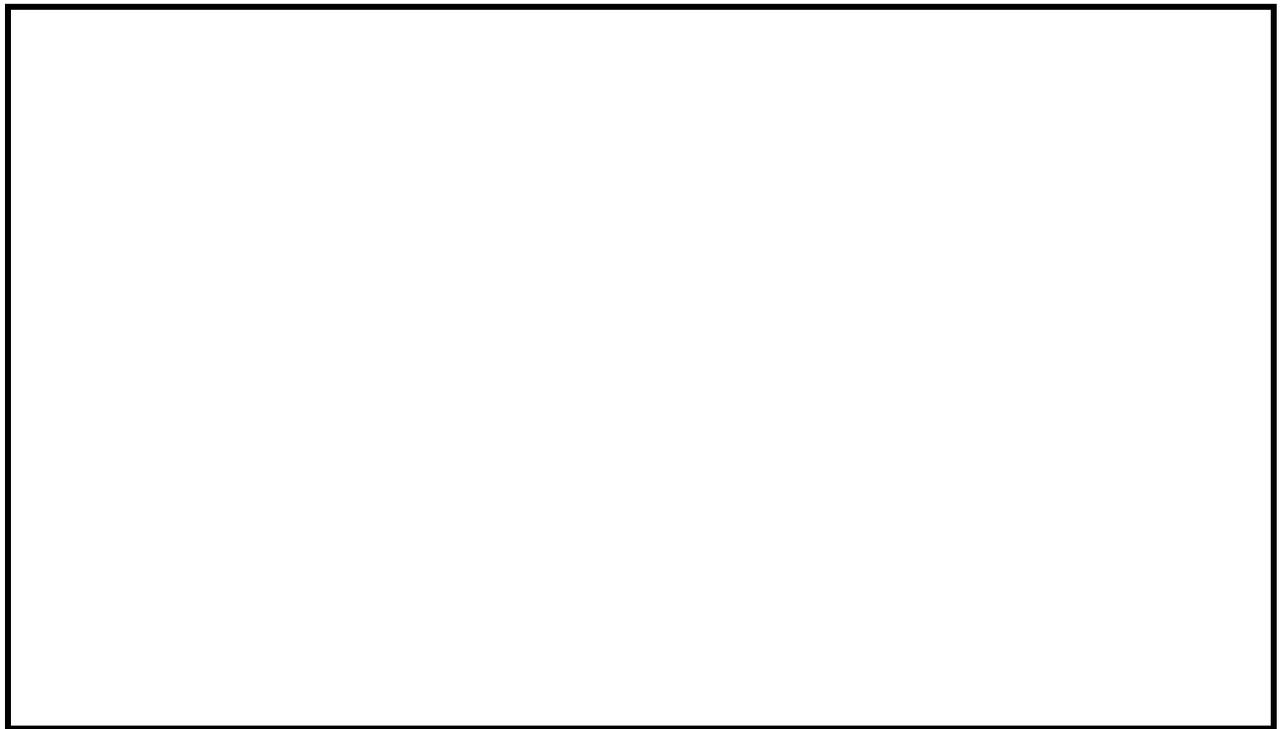


Play



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Next Step:



Motivation is:

- Fundamental to change!
- A dynamic and fluctuating state
- Particularly sensitive to interpersonal interactions with influential others, especially helping professionals and peers!
- Strongly influenced by the **interpersonal “style”** of helping professionals!

Change Talk

People are generally better persuaded by the reasons which they have themselves discovered, than by those which have come into the mind of others.

- Pascal's Pensees (17th Century)

Change talk:

- Represents movement towards change!
- High influenced by counseling style!
- A primary vehicle for resolving ambivalence and promoting behavior change!

General categories:

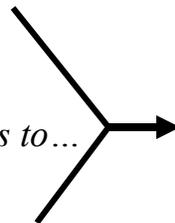
Preparatory Change Talk

Desire: *I want to...*

Ability: *I can*

Reasons: *There are good reasons to...*

Need: *I really need to...*



Mobilizing Change Talk

Commitment

I'm going to... I will...

Activation

I'm ready to...

Taking Steps

Sustain Talk: *Any speech that favors the status quo (no change) specific to a target behavior.*

Change Talk and Sustain talk are opposite sides of the same coin (ambivalence). Sustain talk is normal!

When you hear change talk, don't just stand there!

- **E**ncourage more - **A**ffirm - **R**eflect

10 Strategies for Evoking Change Talk

1. Ask Evocative Questions

Reasons for change:

- *Why would you want to make a change in this part of your life?*
- *If nothing changes, what might happen? What's at stake?*
- *What are other people worried about?*
- *How has _____ stopped you from doing what you want to do?*
- *What are some of your concerns about _____?*

Change in the abstract (hypothetical):

- *If you decided to make a change in your drinking, how might that benefit you and your family?*
- *Suppose that you did succeed and are looking back on it now: What most likely is it that worked? How did it happen?*
- *If you wanted to, how would you do it?*
- *Suppose that this one big obstacle weren't there. If that obstacle were removed, then how might you go about making this change?*
- *If you were to try again, what might be the best way to do it?*
- *If you could make this change immediately, like magic, how might things be better?*

Miracle question (deShazer, 1988):

- *Suppose a miracle happened and you lost 15-20 pounds in the next six months. What would your life be like then? How do you think your family and friend would respond?*

Exception question:

- *How did you stop yourself from overeating on an occasion when you felt depressed?*
- *What was going on when you were keeping food records consistently?*

Not ready for change:

- *What might need to be different for you to think about changing?*
- *What would need to happen for you to think about changing?*
- *If you _____, how would your life be different? What would be the first sign you _____? How would others say you are different?*
- *If you were to decide one day to change, how do you think you might do it?*
- *What is stopping you from putting _____ at the top of your list?*

2. Explore pros and cons

- *What are some of the advantages for keeping things just the way they are? On the other hand, what are some of the reasons for making a change?*
- *What do you like about _____? On the other hand, what don't you like?*

3. Ask for more detail: When a change talk theme emerges, ask for more detail.

4. Ask for an example: When a change talk theme emerges, ask for specific examples. *When was the last time that happened? Give me an example. What else?*

5. Looking Back

- *What were things like before _____? What were you like back then?*
- *How has _____ stopped you from growing, from moving forward?*
- *Way back then, what was inspiring you to _____?*

6. Looking Forward

- *How would you like things to turn out for you? Where would you like to be?*
- *Where are you now? Where would you like to be?*
- *If you could make this change immediately, by magic, how might things be better?*
- *What would be the best results you could imagine if you made a change?*
- *If you were to gaze into a crystal ball after you _____, what kinds of things would you see yourself doing? What's your vision?*
- *How might your life be different if you _____? How might it impact your relationships and other aspects of your life (e.g., work, free time)?*

7. Querying Extremes

- *What is the worst thing that could happen if you stayed this way?*
- *What are your worst fears about what might happen if you don't make a change?*
- *What concerns you the most about _____?*

8. Use Change Rulers

- | | |
|--|---|
| - <i>How ready are you...?</i> | - <i>How interested are you...?</i> |
| - <i>How important is it to you to...?</i> | - <i>How motivated are you...?</i> |
| - <i>How committed are you...?</i> | - <i>How much energy do you have to...?</i> |
| - <i>How confident are you...?</i> | - <i>How hopeful are you...?</i> |

9. Explore Goals & Values: Ask what the person's guiding values are. *What do you want in life? Using a values card sort can be helpful here.*

10. Come Alongside: Explicitly side with the negative (status quo) side of ambivalence. *Perhaps _____ is so important to you that you won't give it up, no matter what the cost.*

Affirmations

Seek every opportunity to affirm, appreciate & reinforce:

- Strengths and attributes
- Past successes, future hopes
- Struggles and desires
- Current or past efforts to improve things
- The humanity and character of the client

Benefits:

- Strengthens the working relationship
- Enhances an attitude of self-responsibility and empowerment
- Reinforces effort and change talk
- Supports self-esteem

General Guideline:

- Shy away from using the word “I”
- Focus on “you” language

Examples:

Thank you for listening so carefully today!

You clearly have the insight to recognize the risk here, and the courage to do something before it gets more serious.

You've been through a lot together, and the fact you've stayed together says a lot about your love and commitment.

You really have some good ideas for how you might make this change.

You've taken a big step today, and clearly have a lot of determination.

You are a loyal friend; willing to defend others, even when it causes you trouble.

By the way you handled that, you showed a lot of strength.

You are the kind of person who cares a lot about other people.

You must have a lot of resolve to come in today, despite your strong reservations.

Forming Reflective Listening Statements

Reflections have the effect of encouraging the other person to elaborate, amplify, confirm, or correct.

- **Voice inflection turns down at the end**

- **Ways to open:**

So you feel...

It sounds like you...

You're wondering if...

It seems to you that...

You're feeling...

So you...

- **Levels of reflection**

Simple

- Repeating (repeats an element of what the speaker said).
- Rephrasing (uses new words).

Complex

- Paraphrasing (makes a guess to unspoken meaning).
- Reflection of feeling (deepest form; a paraphrase that emphasizes the emotional dimension through feeling statements).

In general, simpler (1 & 2) reflections are used at first, when meaning is less clear. Deeper reflections are ventured as understanding increases. Jumping too far beyond what was said, however, can turn into a roadblock. It is better to understate a feeling than overstate it (overstating can stop dialogue, understating continues it).

- **Metaphors and similes**

Kind of like...

It's as though...

- **Continuing the Paragraph**

Reflections ideally move forward rather than simply repeating what the client has said. In essence, the counselor is venturing the next sentence in the client's paragraph, instead of merely echoing the last one.

In the moment...

A. 1

“I’ve tried to quit smoking more times than I can remember.”

B. 1

“I don’t think I’ll ever be able to lose weight. I’m too lazy and I like eating too much.”

C. 1

“I’m tired of everyone breathing down my back about this crap. I’m not stupid. I know what I’m doing.”

D. 1

“Yea, I admit, I drink more than I should sometimes.”

A. 2

“When I stop smoking I get crazy and restless.”

B. 2

“It’s really hard to find time to exercise—and eat well—when I’ve got two little ones at home.”

C. 2

“This wasn’t my idea to come here and talk about my private life.”

D. 2

“I try to stay away from the hard stuff. Usually it’s just beer & wine coolers.”

A. 3

“Thinking about quitting is easy. Doing it is another story.”

B. 3

“My down-fall is fast food. I think I’m addicted to french-fries.”

C. 3

“Sharing needles every once in a while is no big deal. Everyone does it.”

D. 3

“I’m not drinking enough to cause any problems with my pregnancy.”

A. 4
“I should quit for my children.”

B. 4
“I’m not sure if I really want to change anything about my eating right now.”

C. 4
“Yea, I use condoms sometimes, but not all of the time.”

D. 4
“The person who has a problem with drinking is my boyfriend.”

A. 5

“How am I going to cope with cravings?”

B. 5

“Do you always eat low-fat food?”

C. 5

“I feel bad for what I’ve done to my family. I don’t think they’ll ever let me come home again.”

D. 5

“If I stopped drinking right now, I know it couldn’t hurt things, especially for the baby.”

Getting Started

General

- **Warm, friendly greeting (smile!)**
- **Name**
- **Role**
- **Time**
- **Agenda**
- **Ask permission**

Specific Topic

- **Ask permission**
- **Voice Concern**
- **Share professional responsibility**
- **Normalize**
- **Offer Choice (circle chart)**
- **Ask open-ended question(s)**



The Process of MI

1. Open the conversation (*Engage*)

- Warm, friendly greeting (smile!)
- Name
- Role
- Time
- Agenda
- Seek permission

2. Negotiate the Agenda (*Focus*)

- Show circle chart
- Read what's in each circle: *"In the circles are some topics we might talk about today. They include..."*
- Elicit choice: *"Which of these might you want to talk about today? Or is there something else?"*
- Encourage elaboration: *"How come you picked ___?"*

3. Ask open-ended question(s) (*Evoke*)

- *What concerns, if any, do you have about _____?*
- *If you made a change in this part of your life, how might it benefit you?*

4. Summarize

5. Ask about the next step (*"Test the water"*)

- *What's next?*

6. Close the conversation

- **Show Appreciation:** *Thank you!*
- **Voice Confidence:** *I'm confident that if you decide to make a change in this part of your life, you'll find a way to do it!*

Evoking: *Explore Ambivalence*

1. Open the Conversation **Engage & Focus**

- Name
- Job
- Time
- Agenda
- Ask permission

2. Ask “disarming” open question:

“What are some of the advantages for keeping things just the way they are?”

3. Ask “change talk focused” open question: **Evoke**

“On the other hand, what are some of the reasons for making a change?”

4. Summarize both sides of ambivalence

(Start with the reasons for not changing, followed by reasons for changing)

5. Ask: “Did I get it all”?

6. Ask about the next step: **Plan?**

“What’s the next step, if any?”

7. Show appreciation: “Thank you for your willingness to talk with me about _____”

8. Voice Confidence: “I’m confident that if and when you make a firm decision to make a change in this part of your life, you will find a way to do it.”

Evoking: Assess Readiness

1. **Open the Conversation** Engage

2. **Negotiate the agenda** Focus

3. **Ask about readiness** Evoke

“On a scale of 0-10, how ready are you to consider _____?”

- **Encourage elaboration:** *“Home come a _____?”*

- **Ask “scaling” questions**

- Backwards question: *“Why did you pick a 4 and not a 1?”*

- Forwards question: *“What would need to be different for you to move from a 4 to an 8?”*

4. **Summarize “change talk”**

5. **Ask:** *“Did I get it all?”* (*“Do I understand?”*)

6. **Ask about the next step (“Test the Waters”)** Plan?

“Where does _____ fit into your future?”

7. **Show appreciation:** *“Thank you for your willingness to talk with me about _____.”*

8. **Voice confidence:** *“I’m confident that if and when you make a firm decision and commitment to _____, you’ll find a way to do it!”*

Other Assessment Questions:

- How interested are you...?
- How important is it to you to...?
- How motivated are you...?
- How committed are you...?
- How much energy do you have to...?
- How confident are you...?
- How hopeful are you...?

Offering Information

- **Ask permission**
- **Slow down**
- **Be clear and concise: Small nuggets!**
- **Avoid information overload: Less is more!**
- **Use visual support**
- **Avoid technical terms and jargon**
- **Offer choices**
- **Talk about what others do**
- ***Explore – Offer – Explore***



Explore—Offer—Explore

Piece of Information:
1. Explore (open-ended question):
2. Client response:
3. Clinician response (reflect!):
4. Offer (information, referral, advice): *** Ask permission first***
5. Explore (open-ended question):
6. Client response:
7. Clinician response (reflect!):

Offer Clinical Feedback

Give the facts; leave the interpretation to the client!

Key elements:

- Ask permission.
- Use visual support materials.
- Be clear, succinct, and non-judgmental.
- Compare client's feedback to norms and standards.
- Elicit client's interpretation of the feedback.

“What do you make of this information?”

“What do you think about your results?”

“Are these numbers surprising to you?”

“Is this what you expected?”

- Emphasize the good news: *“The good news is there are a number of different things a person might do to _____.”*

Offer Advice

1. Ask permission:

“If you’re interested, I have a recommendation (an idea) for you to consider. Would you like to hear it?”

2. Offer advice:

“Based on my experience, I would encourage you to consider _____.”

3. Emphasize choice:

“And, I recognize that it’s your choice to do so.”

4. Elicit response (*Evoke*):

“What do you think about my recommendation (my idea)?”

Planning: *Strengthen Commitment*

1. Support the Transition

a. Recognize readiness

- Decreased resistance
- Decreased discussion about the problem
- Change talk
- Questions about change
- Thinking about how change might happen

b. Summarize the big picture

c. Ask a key transition question

- *Where does cutting back fit into your future?*
- *At this point, what are you thinking about doing or not doing?*
- *What's the next step, if any?*
- *What happens next?*
- *Where does this leave you now?*
- *What are you thinking at this point?*
- *What changes, if any, are you thinking about making?*
- *Based on our conversation, what are you going to do?*
- *How would you like things to turn out?*
- *Where do we go from here?*
- *I'm wondering, where does this leave you in terms of a goal you might want to set?*

d. If client is ready--proceed to action plan!

2. Elicit and Strengthen Confidence Talk

Evocative Questions:

- *How might you go about doing this?*
- *What would be a good first step?*
- *What obstacles do you foresee, and how might you deal with them?*
- *What gives you some confidence that you can do this?*
- *What do you think would work for you if you decided to change*

Confidence Ruler

- *How confident are you that you could _____?*
- *How hopeful are you that you could do this?*

Review past successes

- *When in your life have you made up your mind to do something, and did it? (e.g., something new you learned, a habit you quit, or some other significant change that you made in your life?)*
- *What successes, even little ones, have you had changing this in the past?*
- *Has there ever been a time when you were pretty sure you wouldn't be able to make a change, but surprised yourself by successful?*

Personal strengths and resources

- *What is there about you, what strong points do you have that could help you succeed in making this change?*
- *What was going on when you were exercising consistently?*
- *Take a look at this list (see "Characteristics of Successful Changers"), which of these personal strengths do you have?*
- *What are your primary sources of social support? Are there others you could call for support? In what ways? Who else could help with this change?*
- *What personal strengths do you have that will help you succeed?*
- *If your best friend were describing your strengths, what would s/he say?*
- *Let's pretend you are successful changing this... What about you as a person will have made that possible?*

More ruler questions:

- *How convinced are you that this change is needed?*
- *How confident are you in your ability to make this change?*
- *How important is it for you to follow this plan?*
- *How confident are you in meeting this goal?*

3. Facilitate Action Planning

■ Brainstorm ideas and options

What are your ideas for making a change in _____?

What could you do? What are your options? What's your goal?

What's your vision? How would you like things to turn out?

What could you do? How might you do it?

How might you make it happen?

Will you make the change on your own or with the support of others?

In a (week, one day, two days, near future) where would you like to be? What do you think it would take to get you there? What will you need to be able to do this?

What might need to be different in your life for you to make this change?

■ Negotiate a plan of action (SMART): **S**: specific; **M**: measurable; **A**: action-oriented; **R**: realistic; **T**: time-limited

■ Explore barriers

What might get in the way? What barriers or roadblocks might you run up against?

■ Identify support

Where might your support come from? What resources do you need?

■ Summarize the client's decision and ask if it is what he/she intends to do. *Is this what you want to do?*

■ Assess confidence

On a scale of 0-10, how confident are you that you'll successfully accomplish your plan? What are your chances of success? What's your prediction?

General Guideline: *If client is ready, forward the action!*
Ask for movement!

- *What can you commit to that we discussed today?*
- *Based on our conversation, name 3 things you're going to do in the next 30 day?*

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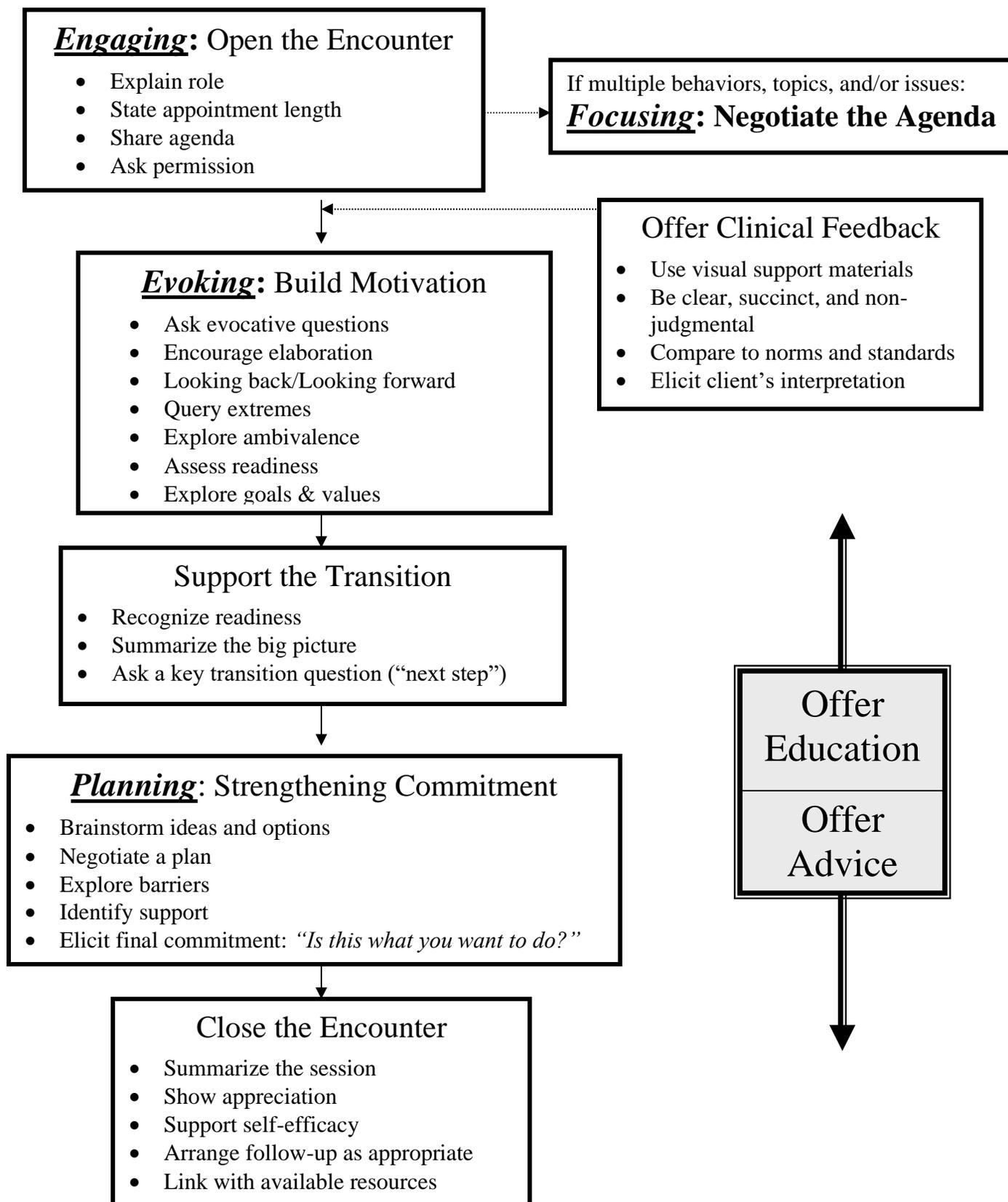
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The Motivational Interviewing Page: Resources for those seeking information on MI:
<http://www.motivationalinterviewing.org/>

Appendix 1: Clinical Roadmap



Wrestling**Dancing**

A. _____

1 2 3 4 5

B. _____

1 2 3 4 5

C. _____

1 2 3 4 5

D. _____

1 2 3 4 5

E. _____

1 2 3 4 5

G. _____

1 2 3 4 5

J. _____

1 2 3 4 5

Coding

Counselor Response	Count (hash marks)	Good Examples
O pen Question		
Closed Question		
A ffirm		
R eflect		
S ummary		
Information		
NA (MI non-Adherent)		

Motivational Interviewing Proficiency Standards

Percent Open Questions: 70%
 Reflection to Question Ratio: 2 to 1
 Percent Complex Reflections 50%

Pearl Bucket!

