

# Empowering Change Through Motivational Interviewing

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## **Purpose**

To introduce learners to the fundamental principles and techniques of motivational interviewing.

## **Objectives**

Upon completion of this course, you will be able to:

- Define key concepts of Motivational Interviewing;
  - Identify the core skills of Motivational Interviewing; and
  - Embrace using Motivational Interviewing as a tool to enact change.
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### Contact Information

Questions regarding this training material should be directed via your local agency process to the Partner Training Team,

Email: [PTTTrainingSupp@wisconsin.gov](mailto:PTTTrainingSupp@wisconsin.gov)

A contact person is available to answer e-mailed questions related to this training material, assist you in completing any activity that you are having difficulty with, and/or provide explanation of anything else about this training material.

Questions regarding W-2 production cases and systems should be directed via your local agency process to the BWF Work Programs Help Desk at:

Email: [bwfworkprogramshd@wisconsin.gov](mailto:bwfworkprogramshd@wisconsin.gov)

Telephone: (608) 422-7900.

W-2 Policy questions should be directed to your Regional Office staff.

DCF is an equal opportunity employer and service provider. If you have a disability and need information in an alternate format, or need it translated to another language, please contact (608) 535-3665 or the Wisconsin Relay Service (WRS) – 711.

For civil rights questions call (608) 422-6889 or the Wisconsin Relay Service (WRS) – 711.

# Introduction

## What's in a Name?

First Letter:

Word:

Example:



## Background and Use

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Motivational Interviewing, or MI, is defined as “a particular way of \_\_\_\_\_  
with people about \_\_\_\_\_ and growth to strengthen their own  
\_\_\_\_\_ and commitment.”

MI is useful for guiding people who are \_\_\_\_\_ about a

\_\_\_\_\_.

## Know Your Why

<https://www.youtube.com/watch?v=1ytFB8TrkTo>



**Notes:**

“When your why has heart, your how has legs.” Michael Jr.

# Key Concepts

**Motivation**

**Resist the Fixing Reflex**

**Communication Styles**

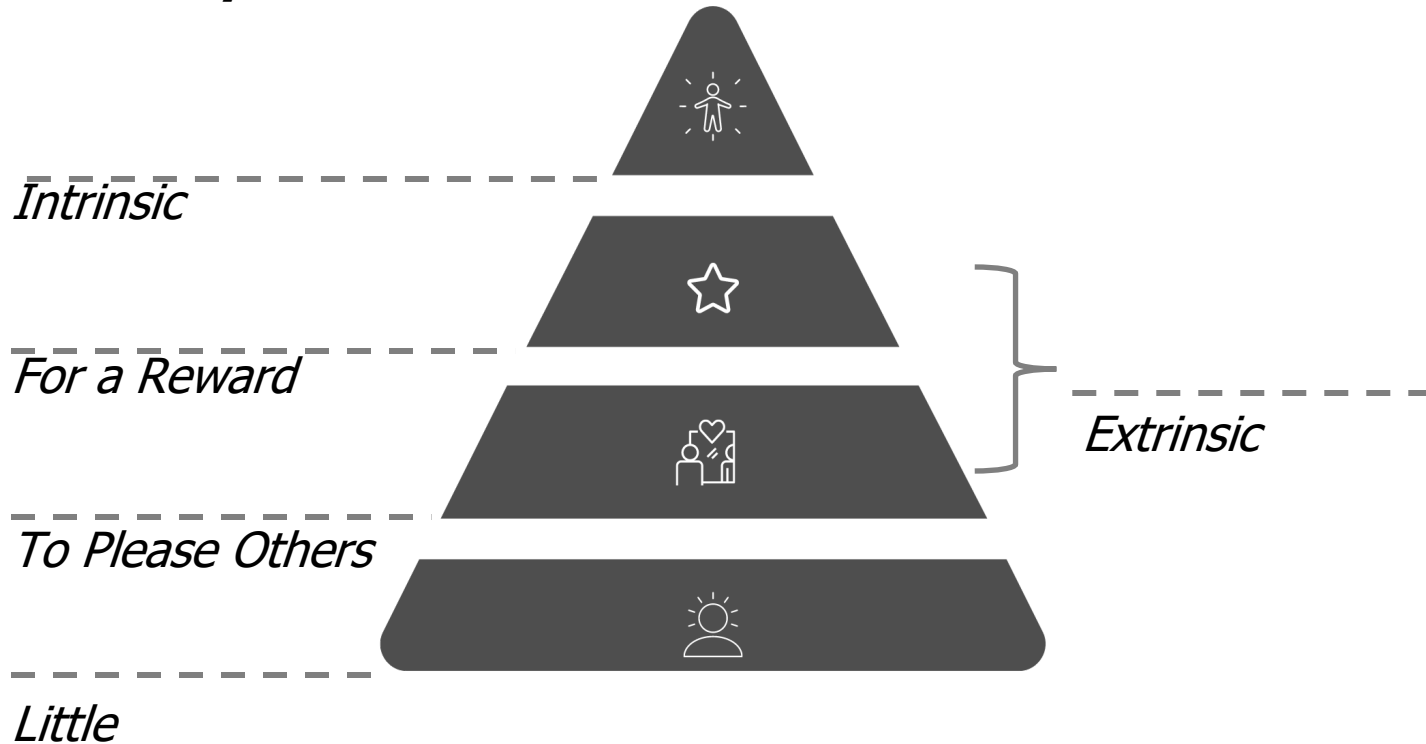
**Ambivalence**



# Motivation

Motivation is a state of being that fluctuates over time, and it can be influenced by various forces.

## Hierarchy of Motivation



## Resisting the Fixing Reflex

The fixing reflex is the strong urge to tell participants how they should change.

**Notes:**

## Ask-Offer-Ask

- **Ask:** \_\_\_\_\_
- **Offer:** \_\_\_\_\_
- **Ask:** \_\_\_\_\_

Case Manager: "Tell me about your current housing situation."

Participant: "I'm currently living in a small apartment, but I'm having trouble affording the rent."

Case Manager: "Maintaining a place to live can be difficult financially. What factors are important to you in finding a new place to live?"

Participant: "I need something cheaper that's closer to my workplace."

Case Manager: "A place that's near your work and less expensive is crucial. There are some subsidized housing options that might meet your needs. They offer reduced rent for eligible individuals. Would you like me to provide you with more information on these options?"

Participant: "Yes, that would be helpful."

Case Manager: "Here is a list of subsidized housing programs in your area, along with their eligibility requirements and application process. After you review the list, let me know your thoughts."

Participant: "Thank you. I'll go through it and get back to you."

Case Manager: "You're welcome. Feel free to reach out if you have any questions."



## Communication Styles



**Directing:**



**Following:**



**Guiding:**

## Ambivalence

Ambivalence occurs when someone has mixed feelings or conflicting motivations regarding a change. It's a natural part of the change process, and we need to explore it.

**Notes:**

# The Spirit of Motivational Interviewing

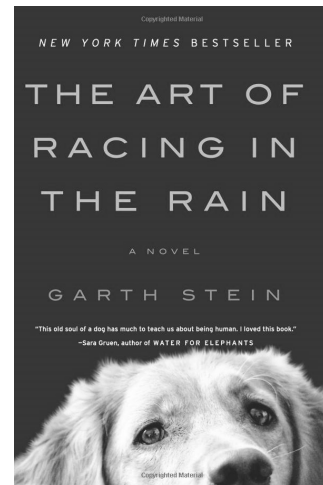
## A Way of Being with People

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Motivational interviewing is more like dancing with the participant than wrestling with the participant.

### Active Listening



## **Deep Listening**

- What was your life like growing up?
- In what ways have you changed as a person over the years?
- What things would you like to accomplish over the next 10 years?
- How did you come into this profession, and why are you still doing it?

# Setting the PACE

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**Partnership:**

**Acceptance:**

**Compassion:**

**Empowerment:**

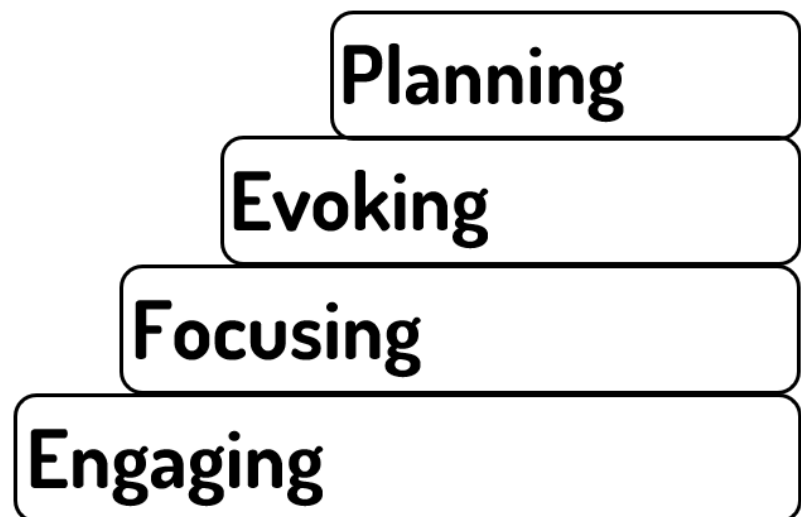


## Motivational Interviewing Tasks

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Engaging is defined as “the process of establishing a mutually trusting and respectful healing relationship.”

**Engaging Notes:**



## Influences

Consider people who've influenced your views about participants and how you work with them. These may be teachers, trainers, supervisors, coworkers, friends, family, or community members. Choose the four who have most influenced how you think about and work with participants. Write a brief summary of each person's view of participants and their trustworthiness. Then add how that view influenced your perspective of engagement and trust.

Person	Person's view of participants and their trustworthiness	Influence on your way of engaging and trusting participants

What are my beliefs about trusting people in general?

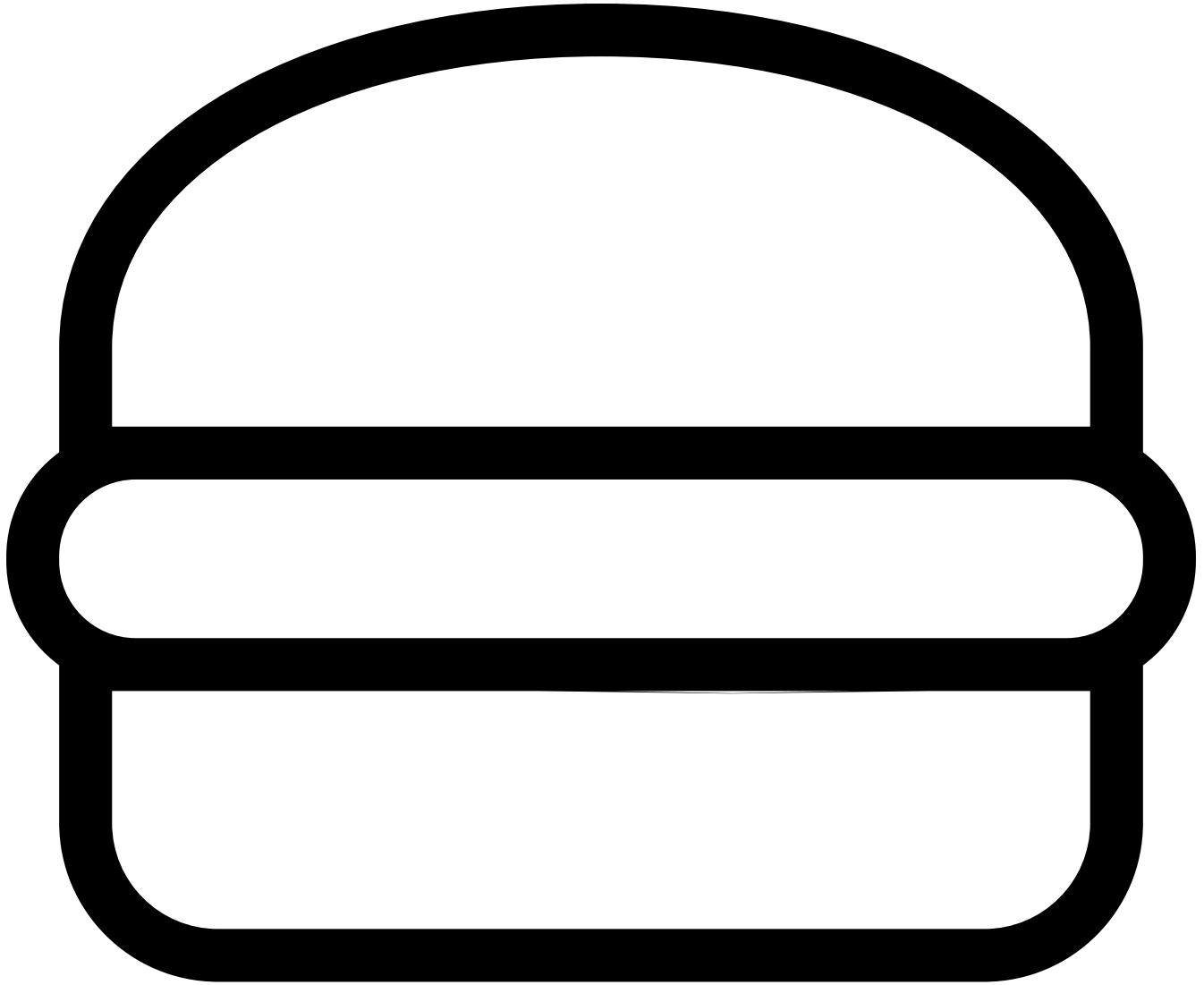
What are my beliefs about trusting participants specifically?

How do these beliefs influence how I engage with participants?

Which influences listed in the chart above serve me well in engaging with participants?

Which influences might be getting in the way of my work, and might I need to change?

## Assessment Sandwich Procedure



## Engagement Traps

The Chat Trap –

The Assessment, or Question-Answer Trap –

The Expert Trap –

The Premature Focus Trap –

The Labeling Trap –



**Focusing Notes:**

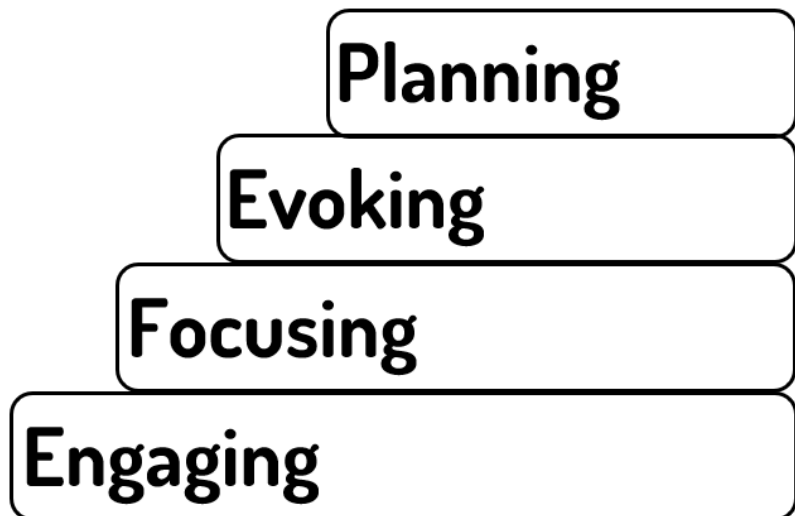
Collaboratively come to an agreement with the participant on the change target.

**Evoking Notes:**

Explore the “why” of change.

**Planning Notes:**

Work with the participant to develop a specific plan for change and help build their confidence.



## Planning Signals

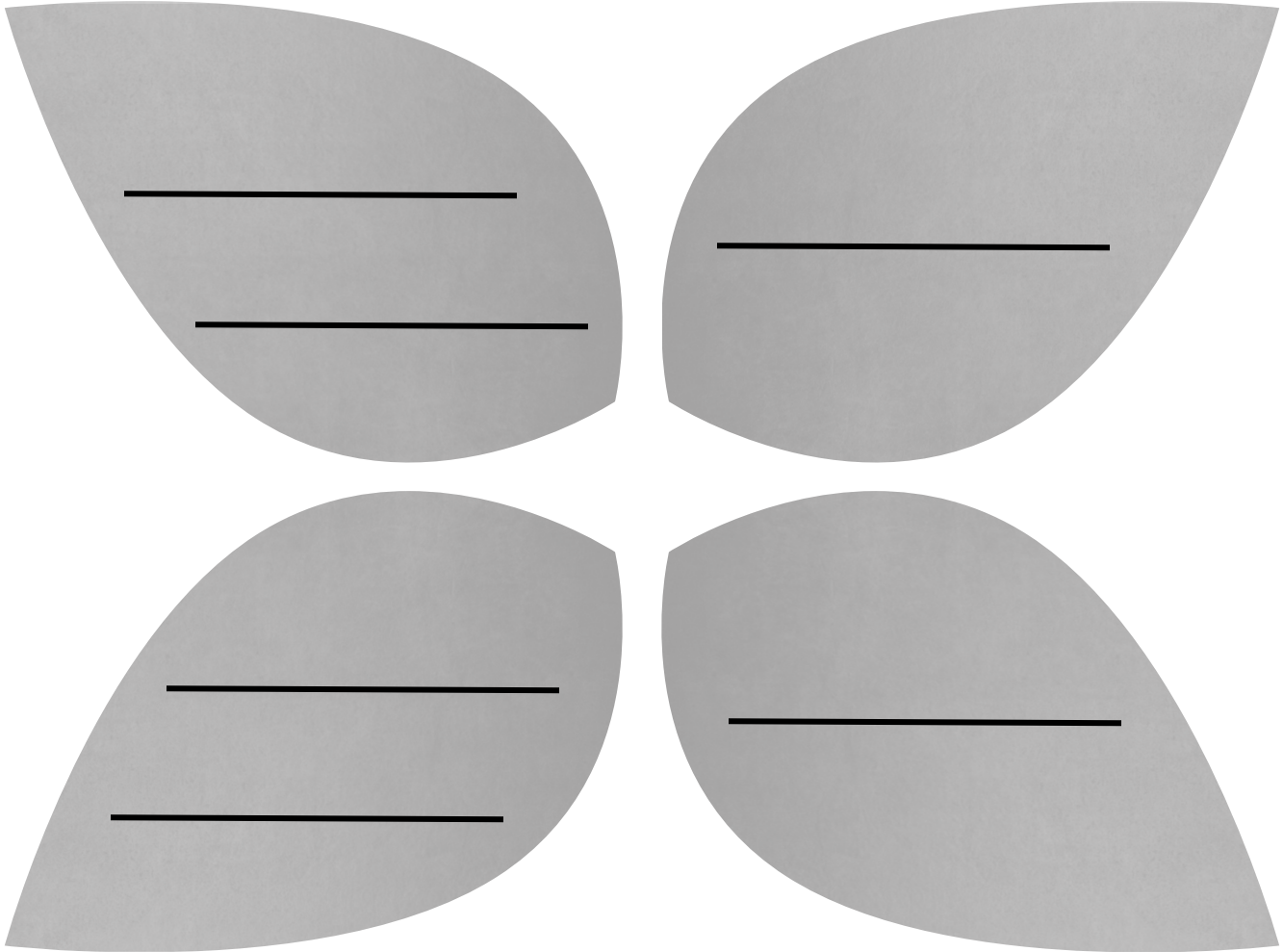
Listen for signals to ensure the participant is ready before you begin planning.

**Notes:**

## Self-Assessment of MI Perspectives

1. Engaging is Task #1 – the first 20% of every encounter.
2. Develop a partnership with shared expertise.
3. Let go of assessment-oriented, fact gathering questions during a Motivational Interviewing conversation.
4. Competence worldview – look for strengths.
5. Balance participant and worker priorities for change.
6. After you both have agreed upon the focus for the change target, stick with it until it's time to transition to the next change target.
7. Motivation is a key to change.
8. Resist the fixing reflex.
9. Maintain focus on the change target; avoid tangents.
10. Listen for the language of change.

# MI Core Skills



## Open-ended Questions

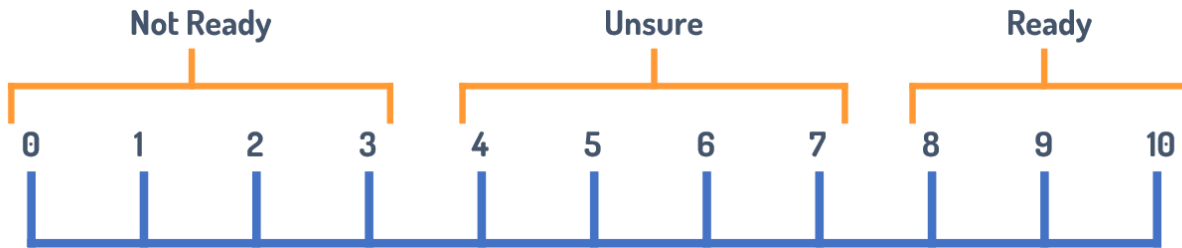
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Open-ended questions encourage participants to express themselves and explore their thoughts and feelings.

**Notes:**

# Importance/Confidence Ruler

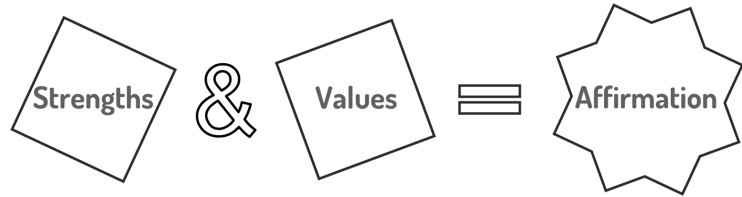
Notes:



# Affirmation

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Affirmation empowers individuals to embrace change and pursue their goals. It nurtures motivation, builds self-confidence, and fosters positive relationships.



## Notes:

## Examples:

**Scenario:** A W-2 participant was hanging out with his friends when a group came by and started hassling one of his friends. The W-2 participant jumped in, and a brawl ensued. He is now angry that he received a criminal charge.

**Affirmation:** You are a loyal friend who defends others, even when it causes you trouble.

**Scenario:** A W-2 applicant says, “I know I shouldn’t have quit my job without having another job lined up, but I couldn’t take it anymore. Working on an assembly line was mind-numbingly boring.”

**Affirmation:** You’d rather be challenged than bored. That shows ambition.

**Scenario:** A W-2 participant tells you that her mother provides childcare for her kids. You ask about a back-up plan. The participant states, “I will NOT put my kids in daycare. I’ve heard way too many horror stories about what goes on in those places!”

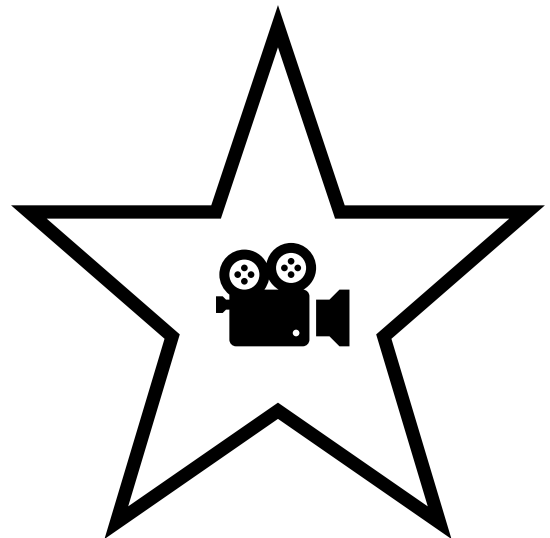
**Affirmation:** You care a lot about your family and protecting your children.

## Celebrity Affirmation

Person:

Strengths:

Affirmation:





# Reflective Listening

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Reflective listening is “empathy in action.”

## Notes:

**Simple Reflections** – A direct repeat, paraphrase, or summary, without adding interpretation or value.

**Complex Reflections** – Add depth, explore underlying meaning, or capture emotion and experience.

## Examples:

*Participant: "I've been applying to jobs for months, but I haven't received any callbacks. It's really frustrating."*

*Case Manager: "It sounds like you've been putting in a lot of effort into your job search, and you're really frustrated."*

*Participant: "I've been rejected from several job interviews, and it's making me doubt my abilities and worth as a candidate."*

*Case Manager: "You keep searching for the light at the end of the tunnel."*

## Types of Complex Reflections

**Paraphrase:** Restatement that brings in a reasonable guess to add meaning to what the person said.

**Amplification:** Exaggerating, overstating, or increasing intensity, without sarcasm.

**Double-Sided:** Both sides of ambivalence (pros/cons) are contained in a single reflection. End with the positive change side.

**Feeling:** Reflection of implied underlying feeling. Name the feeling.

**Metaphor:** This is 'picture language' or statements that evoke images.

**Coming Alongside:** Take up and reflect the side of no change; side with the negative.

**Continuing the Paragraph:** Anticipate the next statement that has yet to be said. Starts with conjunction (and, because) to make a guess in the direction of change or future action toward change.

## Reflection Starters:

- It sounds like you...
- It seems to you that...
- From your point of view...
- For you, it's a matter of...
- You mean that...
- You're wondering if...
- You're feeling...
- You must be...
- So you...
- You're finding...
- This has been totally \_\_\_\_\_ for you.
- You want...
- Almost as if...
- In other words, you're saying...
- You need...
- You...
- Like a...
- You're hoping...

## Reflection Tips

Notes:

## Reflection Round-About

**Audio:** "I've been searching for a job for months, but I can't seem to find anything. There's nothing out there."

**Amplification Reflection:**

**Audio:** "I know I could do some things differently, but if my boss would just back off, the situation would be a whole lot less tense. Then these problems wouldn't happen."

**Double-Sided Reflection:**

**Audio:** "My boyfriend is always smoking marijuana. He says that more and more places are making it legal, so it's no big deal. He just doesn't get why I won't back off."

**Feeling Reflection:**

**Audio:** "I've been depressed lately. I keep trying things other than drinking to help myself feel better, but nothing seems to work except having a couple of drinks."

**Metaphor Reflection:**

**Audio:** "I've been searching for childcare, but I can't seem to find any available slots. I don't know how I'll manage balancing work and taking care of my baby."

**Coming Alongside Reflection:**

**Audio:** "They cut off my unemployment, and my back isn't even healed yet. I can't go back to my old job, but the bills are piling up."

**Continuing the Paragraph Reflection:**

## Summaries

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Summaries are concise recaps of what participants have shared during a conversation.

### Notes:

### Openers:

- I want to be sure I have this right...
- Let's make sure we're on the same page...
- What you said is important, and I want to make sure I got it all...

### Closers:

- Have I got that right?
- What did I miss?
- Where does this leave you?
- What's next?

# Language Cues

## Change Talk:

Statements, expressions, or language a participant uses that reflects their desire, ability, reasons, or need for change.

I \_\_\_\_\_ to...

I'm \_\_\_\_\_...

I'm \_\_\_\_\_ to...

I could \_\_\_\_\_ myself...

I think it would be \_\_\_\_\_ to...

I'm willing to \_\_\_\_\_....

**Sustain Talk:** Statements, expressions, or language a participant uses that reinforces their current behavior, ambivalence, or resistance to change.

I \_\_\_\_\_ think I can...

I'm not \_\_\_\_\_ if I'm ready...

It's too \_\_\_\_\_...

I don't see the \_\_\_\_\_ in...

I've \_\_\_\_\_ before, and it didn't work...

I'm not \_\_\_\_\_ that...

## Discord:

The participant is actively pushing against you personally.

How are \_\_\_\_\_ going to help me?

That's really none of your \_\_\_\_\_.

What do you \_\_\_\_\_ about being poor?

That's \_\_\_\_\_ for you to say.

This is \_\_\_\_\_.

It's not like anyone in this program actually wants to \_\_\_\_\_.

## Language Cues Practice

**Case Manager:** Hi, Taisa. It's good to see you today. How have things been going for you?

**Taisa:** I've been feeling a bit frustrated lately. I've been trying to find a job, but it's been really challenging.

**Case Manager:** I hear you, Taisa. Looking for employment can be tough. What's been the most challenging part for you?

**Taisa:** Well, I've been applying to many positions, but I rarely get any callbacks or interviews. Why should I even bother?

**Case Manager:** It sounds like you've been putting in a lot of effort, but not seeing the results you were hoping for. That can be really frustrating. Can you tell me more about what you've been doing to search for jobs?

**Taisa:** I've been submitting my resume online, and also reaching out to some contacts I have, but I don't see the point in doing this anymore.

**Case Manager:** I can understand why you might be feeling discouraged. It's tough when your efforts don't lead to the outcomes you want. Despite these challenges, what keeps you motivated to continue your job search?

**Taisa:** Well, I know it's important for me to find stable employment. I want to provide a better future for my kids and create a more stable financial situation.

**Case Manager:** Your strong motivations to find employment are commendable. What specific skills or experiences do you bring to the table that could make you a valuable asset to an employer?

**Taisa:** I have several years of experience in customer service and problem-solving. I'm also a quick learner and good at adapting to new situations.

**Case Manager:** It's great to hear about your strengths and experiences, Taisa. Those are valuable qualities that employers often seek. How do you think those skills can be an asset in a new job?

**Taisa:** I believe my customer service skills could be helpful in jobs where I interact with customers. I'm also confident that I can adapt well to different situations and solve problems.

**Case Manager:** Absolutely, Taisa. It's important to be aware of these strengths during your job search. Let's explore some strategies together that could help improve your chances of finding employment.

# Appendix



## Appendix A - Tools

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### Agenda Mapping

*What might you like to talk about?*

The form consists of ten empty circles arranged in a circular pattern. The circles are arranged in three rows: the top row has two circles, the middle row has three circles, and the bottom row has two circles. The circles are intended for users to write down topics they want to discuss during an interview.

## Importance/Confidence Ruler

On a scale of 0 to 10, where 0 is “not at all important,” how important is it for you to make a change with (change target)?



If the participant states they are at a:	Ask:
0	What would it take to get to a 1 or a 2?
1-4	Why this number and not a 0?
5-7	What would it take to go from this number to a [little higher #]?
8-10	Why is making this change very important to you?

On a scale of 0 to 10, where 0 is “not at all confident,” how confident are you that you can make this change?



If the participant states they are at a:	Ask:
0	What would it take to get to a 1 or a 2?
1-4	Why this number and not a 0?
5-7	What would it take to go from this number to a [little higher #]?
8-10	What strengths or skills do you have to make you successful?

## Change Plan

**The changes I want to make are:**

*List specific areas or ways in which you want to change. Include positive goals (beginning, increasing, improving behavior).*

**The most important reasons why I want to make these changes are:**

*What are some likely consequences and inaction?  
Which motivation for change seems most important to you?*

**The steps I plan to take in changing are:**

*How do you plan to achieve the goals?  
Within the general plan, what are some specific first steps you might take?  
When, where and how will these steps be taken?*

**The ways other people can help me are:**

*List specific ways that others can help support you in your change attempt.  
How will you go about eliciting others' support?*

**I will know that my plan is working if:**

*What do you hope will happen as a result of the change?  
What benefits can you expect from the change?*

**Some things that could interfere with my plan are:**

*Anticipate situations or changes that could undermine the plan.  
What could go wrong?  
How might you stick with the plan despite the changes or setbacks?*

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## Appendix B – Resources

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### University of Wisconsin – Madison



### Motivational Interviewing Competency Certificate

[continuingstudies.wisc.edu/8793-C-PDAS](http://continuingstudies.wisc.edu/8793-C-PDAS)

#### Summary

MI is a well-established, evidence-based communication practice for addressing behavioral change across multiple settings and systems. This 30-hour group-paced certificate is for participants wanting to learn or relearn the knowledge and skills necessary to reach proficiency in the use of Motivational interviewing (MI).

Throughout the certificate course, you will be observing, practicing, and applying the person-centered MI skills of **Engaging, Focusing, Evoking** and **Planning**. At completion, participants will be able to demonstrate the requisite attitudes, knowledge and skills (competency) in order to practice MI with fidelity and begin the initial integration of MI into their routine practices.

In this group-paced online course, you will...

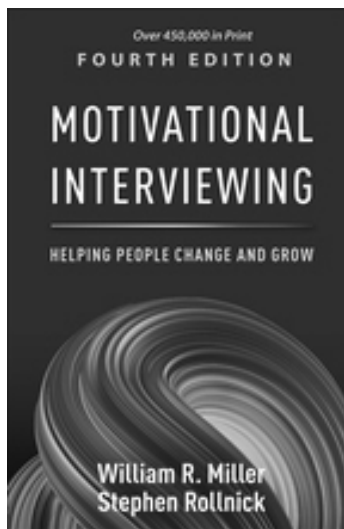
- Develop your competencies in MI through 12 hours of highly interactive live online webinars (divided up into four, 3-hour sessions).
- Participate in partner work, small and large group discussions, and instructor-guided practice.
- Enhance your learning with 18 hours of independent self-study in the Canvas online course site.
- Review pre-captured video lectures and workbook readings.
- Demonstrate your skill development through written assignments and practice recorded simulated client audio samples.

### Objectives

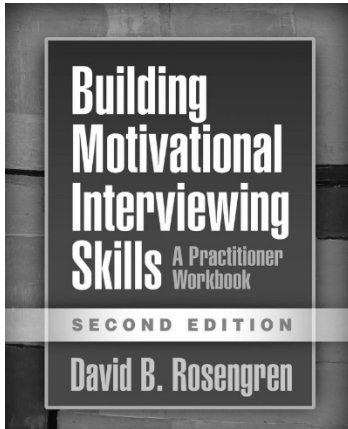
At the end of this course, participants will be able to:

- Describe MI purpose, benefits and limitations.
- Identify key concepts, attitudes, processes, skills and strategies of MI.
- Describe Engaging tasks and behaviors.
- Identify MI-consistent attitudes for Engaging.
- Describe Focusing tasks and apply strategies for agenda setting.
- Recognize client change talk, sustain talk and discord.
- Describe Evoking tasks and apply strategies to cultivate change talk and soften sustain talk.
- Identify MI-consistent attitudes for Focusing and Evoking.
- Recognize client signals of readiness for Planning.
- Describe Planning tasks and apply strategies for goal setting and change planning.
- Identify MI-consistent attitudes for Planning.
- Design a personal MI competency-based professional development plan.

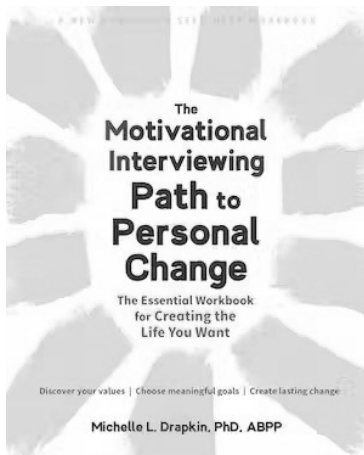
## Books



Miller, W. R., & Rollnick, S. (2023). *Motivational Interviewing: Helping People Change And Grow (4th ed.)*. New York: Guilford Press.



Miller, W. R., & Rollnick, S. (2013). *Building Motivational Interviewing Skills: A Practitioner Workbook*. New York: Guilford Press.



Drapkin, M.L. (2023). *The Motivational Interviewing Path to Personal Change: The Essential Workbook for Creating the Life You Want*. Oakland, CA: New Harbinger Publications.