

Trainer's Notes

Empowering Change Through Motivational Interviewing

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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Materials

- Computer, LCD projector, clicker, and portable speakers
- Empowering Change Through Motivational Interviewing PPT (enable sound for videos)
- Sign-in sheet
- Evaluations (located on the ECM curriculum page)
- Cardstock for name tents
 - 10 additional pieces of cardstock, each labelled with a number 1 through 10
- Tabletop items
 - 2 different colored markers or highlighters for each learner for Language Cues Practice activity
- Flip chart paper and markers
 - One red, one black, and one green flip chart marker for each group for the Motivational Factors activity
 - Prepared flip chart papers (or laminated questions) for Listening activity
 - Prepared flip chart paper for Conclusion activity
- *The Art of Racing in the Rain* book
- Painter's tape
- Set of buzzers (Yes, No, Maybe, Sorry)
- Laminated photo cards from TN Appendix A
- Stickers (2 per learner)
- Printed debrief questions from TN Appendix C (one of each set of questions for each learner)
- Laminated Importance/Confidence Rulers – one for each learner (Optional)
- Post-It Notes for each learner (3x3 or larger) for Listening Activity

Suggested Pace

This is a 6-hour course. The following agenda is the suggested pace.

9:00 – 9:30: Introduction through Background and Use

9:30 – 10:05: Key Concepts through Communication Styles

10:05 – 10:35: Ambivalence through Deep Listening Activity

10:35 – 10:50: Break

10:50 – 11:30: Energizer through Influences Activity

11:30 – 12:10: Engaging Continued through Self-Assessment

12:10 – 1:10: Lunch

1:10 – 1:45: Energizer through Affirmation

1:45 – 2:25: Celebrity Affirmation through Types of Complex Reflections

2:25 – 2:40: Break

2:40 – 3:20: Energizer through Language Cues Practice

3:20 – 4:00: Conclusion Activity through PG Reference Tools

Introduction

PPT 1

Welcome to Empowering Change Through Motivational Interviewing. Today, we explore the building blocks of Motivational Interviewing, including the key concepts, spirit, tasks, core skills, and language cues. We hope you'll leave today with an appreciation of Motivational Interviewing, and some ideas for how you can use these strategies to empower participants to make lasting changes in their lives.

What's in a Name Activity

PPT 2


PG 4


Purpose: Learners use the right side of their brain to begin thinking creatively about communication and strengthen their confidence in their ability to help participants.

Materials: None

Estimated Length: 10 minutes

Directions to Trainer: Allow learners up to two minutes to come up with their descriptive word. Allow partners up to six minutes to share their words and come up with their examples.

Trainer Instructions to Learners: We're going to start by thinking about communication. The first step is easy. In your Participant Guide, write down the first letter of your first name. Now, you'll need to think a little bit.  Come up with a word that that starts with this same letter, and that describes you, and write it in your Participant Guide.

 Next, find a partner, introduce yourself, and share your word. Work with your partner to come up with an example of how each of your words can help you communicate with each other. I'll share an example.

Note to Trainer: Share an example by using a word that starts with the first letter of your name and that describes you. **Share** an example of how this word can help you communicate.


Ask Who would like to share your word and the example you came up with for how this word can help you communicate?

Background and Use

We started out talking about communication because that's what Motivational Interviewing is all about.

☀ PPT 3

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

If parts of that definition, specifically,  a ‘way of talking with people’ sounds vague to you right now, that's okay. We'll spend the bulk of today going over the specific ways we do this.



☀ PPT 4

Let's have a show of hands: Who is familiar with Motivational Interviewing?

This practice was developed in the 1980s by William R. Miller, who worked with individuals battling substance abuse. He developed the process of Motivational Interviewing to help people make lasting changes in their lives.

MI has been so successful in its original arena of AODA counseling that it has spread to many other fields. Professionals who work in schools, prisons, health care, and human resources all use Motivational Interviewing.

If you're unfamiliar with MI, or would like to review the topics we discuss today, there is an Introduction to Motivational Interviewing CBT available in the PTT Learning Center.

MI is useful for guiding people who are  ambivalent , or have mixed feelings, about a  change target , and help them move toward change. You can use MI to help people resolve their ambivalence.

If you work with participants who say...

“I really want to, ought to, could, need to...” **Ask** What do they say next?

Answer: But

That's when you can reach into your overflowing box of tools and find your MI technical skills.

Why should you take the time to use Motivational Interviewing? Why can't you just give participants the knowledge they need, and tell them what to do?

The reason is that knowledge and skills seem like they are crucial parts of motivation, but they aren't the same thing.

PPT 5

Let's consider your own experience with dental floss.

First, let's get honest. We're in a safe space here. How many of you always floss as often and thoroughly as your dentist tells you to? Raise your hand if you do.

If you don't, is it because you don't know how to floss? Would it be helpful if I brought in some floss and showed you how? I could write out some instructions. How many of you know how to floss properly? Raise your hand.

We know how, but we're not doing what we're supposed to do. It's not a knowledge deficit issue; it's a motivation issue. So many times, we come at behavior issues from a deficit perspective. We try to solve the problem by giving people knowledge, but a lack of knowledge is not what's causing the problem.

We must examine the cause of the issue, and that's where Motivational Interviewing comes into play.

PPT 6

PG 5

Let's watch a short video clip that demonstrates the difference motivation can make.

 **Click** to play the video.

Take a moment to yourself to think about how your 'why' differs from your 'what.'

Debrief Questions

- What is the main message or theme that you took away from this video?
Responses will vary.
- Why is it important to understand and connect with your why? How can it impact your life and decisions?
Possible Response: When I understand my why, what I'm doing is more meaningful and purposeful.

When your why has heart, your how has legs.

Key Concepts

☀ PPT 7

📄 PG 6

There are four key concepts of MI: 🖱 motivation is key to change, 🖱 resist the fixing reflex, 🖱 communication style matters, and 🖱 ambivalence about change is normal. Let's explore each of these key concepts in more detail, starting with 🖱 motivation.

Motivation

📄 PG 7

Dr. Beverly Ford defines motivation as, “those forces that can push us to leave the comfort of what we know to venture out into the unknown.”

From a Motivational Interviewing standpoint, we see motivation as a state of being that fluctuates over time, and it can be influenced by various forces. What influences these forces is different for everyone. For some, money, or the lack thereof, may be a motivating force. Many people often are influenced by a strong force to care for their children. Others may be highly motivated by their personal values, beliefs, and environmental conditions. There is no single motivational factor that works for every individual or every situation.

Let's dive deeper into motivating factors.

Motivational Factors

Purpose: Define factors of motivation.

Materials: Flip chart paper and markers (one red, one black, and one green for each group)

Estimated Length: 15 minutes

Directions to Trainer: Divide learners into groups of four. Provide each group a piece of flip chart paper and a black marker. Give groups three minutes to identify as many factors of motivation as they can. After groups compile their lists, provide each group with a red and green marker. Prior to moving on to the Resist the Fixing Reflex concept, instruct learners to return to their seats.

Trainer Instruction to Learners: I want you to number off in fours. Ones will be in one group, twos in another, etc. In your groups, work together to determine as many factors of motivation as you can. One example of a motivational factor is money. These can be factors of motivation, either for you or for participants. Record those factors on the flip chart paper. You have three minutes to compile your list. What questions can I answer before you start?

Now that we've listed all sorts of factors that motivate ourselves and participants, let's take motivation a step further.

☀ PPT 8

🖱 The graphic that you see illustrates a hierarchy of motivation created by Dr. Ryan Brown at Virginia Commonwealth University.

🖱 The base of the pyramid represents motivation that has little effectiveness in producing lasting changes. This can mean an individual has little motivation to change.

🖱 The next section of the pyramid represents those who want to change simply to please others. As we continue up the pyramid, you see the 🖱 “reward” factor. Someone with this factor of motivation may make changes to avoid penalties and consequences, or to win. Both of these factors of motivation are considered

🖱 extrinsic motivators.

Extrinsic, or external, motivation refers to the factors that drive a person's behavior or actions from outside of themselves. Extrinsic motivators often are used to influence behavior in the short term, but they may not lead to sustained or meaningful engagement over time. Some examples of extrinsic motivators include money, praise, grades, promotions, or social approval.

Look at your list of motivating factors. Circle the extrinsic motivators in red.

Ask What are some extrinsic motivators built into the W-2 program?

Possible Responses:

- *W-2 payment*
- *Supportive services*
- *Incentives for completing assessments, gaining employment, etc.*

🖱 At the top of the pyramid, we have the most effective type of motivation: intrinsic. Intrinsic, or internal, motivation refers to the internal factors that drive a person's behavior or actions, such as personal interests, values, or curiosity. Unlike extrinsic motivators coming from external sources, intrinsic motivators come from within the individual.

Intrinsic motivation often is associated with high levels of engagement, satisfaction, and creativity, because individuals are motivated by their own interests and values rather than by external rewards or pressure.

Look at your list of motivating factors again. Circle the intrinsic motivators in green.

Ask What are some intrinsic motivators that participants may have while in the W-2 program?

Possible Responses:

- *Providing a safe and stable environment for your family*
- *The personal pride of completing an educational or training program*

As a Case Manager, use Motivational Interviewing to help the participant explore and resolve any barriers to change, and to enhance their intrinsic motivation to change.

Resisting the Fixing Reflex

PPT 9

Sometimes you may feel a strong urge to tell participants what to do to help them find success. You may have strong feelings about what behaviors participants should change, and you want them to feel as passionately about that change as you do. In these types of situations, it becomes very tempting to share this information with participants to help them fix whatever situation they find themselves in.

In MI, we call this urge to tell participants how they should change, the “fixing reflex.” This is the second MI concept. This is that strong urge to tell them the solution to their problem because we feel we know what would work. As Case Managers, you want to make things “right,” and to help fix participants’ problems. We may know what would work, but if telling people what to do and how to do it worked 100% of the time, we wouldn’t need a tool such as MI to help us.

Offering solutions, giving advice, or directing others toward a specific course of action is instinctive human behavior. However, in Motivational Interviewing, the fixing reflex is seen as counterproductive, as it’s likely to cause resistance or defensiveness from participants. People change when they are ready, and this may or may not be when you think they should. Remember, it’s not your job to make people change, but it is your job to create a climate where change is possible. All you can do is use evidence-based styles of communication to stand alongside them as they find that motivation for themselves.

Giving participants advice you think they need, or telling them what “you would do,” is tempting, but can be a trap. You want to avoid listening to your “fixing reflex.” Instead, focus on creating a collaborative and supportive environment that promotes self-exploration and autonomy.

By minimizing the fixing reflex, you foster an atmosphere of empathy, understanding, and active listening, enabling participants to explore their own motivations, values, and goals for positive change.

Listen attentively for cues that the participant may be open to change, and emphasize it, look for clarification, and dive deeper. Your goal is to have the participant come up with a solution that is motivating to them, rather than you trying to give them a solution that you think is motivating.




Ask -Offer-Ask

PPT 10

PG 8

Although you need to resist the urge to fix problems, that doesn't mean you can't provide participants with good information to help them along their journey.

Ask-Offer-Ask or AOA, is a highly effective technique that allows you to share information with participants, while honoring their autonomy, and actively involving them in the process. There are three steps to this approach:

- Ask: Begin by asking the  participant about their current knowledge, beliefs, or preferences regarding whatever topic is at hand. This step ensures that you start from their existing understanding and perspective.
- Offer: After you have a sense of the participant's viewpoint, offer new or  additional information that is relevant, accurate, and customized to their specific needs. Present the information in a clear and concise manner, and avoid overwhelming them with unnecessary details.
- Ask: Conclude by asking for the  participant's response to the information you've shared. This step encourages active engagement, and empowers them to integrate the new information with their own thoughts and experiences.

By following this approach, you create a collaborative environment that fosters exploration. It avoids a one-sided lecture, respects the participant's autonomy, and invites them to actively participate in decision-making.

Let's look at an example of A-O-A in action in your Participant Guide. We'll give you a minute or so to read through the example.

In this example, the Case Manager follows the A-O-A approach. They first ask about the participant's current housing situation and preferences. Then, they offer relevant information about subsidized housing options that align with the participant's needs. Finally, they ask for the participant's response, and encourage them to review the information and ask questions.

The A-O-A technique allows you to share information, while respecting the participant's autonomy, and involving them in the decision-making process.

Communication Styles

☀ PPT 11





📄 PG 9

The third key concept of MI is communication style matters. Communication styles vary. When you're practicing MI, it's integral to your success that you're aware of the communication style you're using.

☀ PPT 12




Following, Directing, and Guiding are different communication styles that may have some similarities, but are distinctly different.


☀ PPT 13

The Directing communication style takes on a more  assertive and  authoritative approach. With this communication style, you take  control of the conversation. People often use the Directing style when they want to provide clear instructions, expectations, or objectives. Directing only allows for  limited input from others.

It's important to note that the Directing communication style can be effective in some cases, but may not be appropriate in all situations. Directing is not conducive to having a collaborative conversation.

☀ PPT 14

On the flip side, use the Following communication style when the goal is to  gather information,  understand the other person's perspective, or  provide support.

Your focus is on letting the other person lead the conversation while you actively  listen and observe. When practicing the Following style of communication, you need to have an open mind and a non-judgmental approach. This allows the person talking to express themselves freely, and share their experiences, thoughts, and emotions without being interrupted or redirected.

Following frequently involves using reflective statements, asking open-questions, and offering minimal responses, or practicing the pause, all of which encourage the person to continue talking and further explore their thoughts.

☀ PPT 15

Right in the middle of Following and Directing is the Guiding communication style.

Guiding involves a ☹ collaborative approach, as you ☹ work together with the other person to navigate through the discussion. Use Guiding to facilitate the conversation, encourage ☹ exploration, and offer ☹ guidance when appropriate. The goal is to support the other person's autonomy and decision-making, while also offering assistance or information when they may need it.

Think about what we just learned about A-O-A. **Ask** How does this fit with the guiding style of communication?

Potential responses: Both people are working together, the participant is included in the decision-making process

Ambivalence

☀ PPT 16

The final key concept of MI is ambivalence. People thinking about making a change often experience ambivalence. Ambivalence occurs when someone has mixed feelings or conflicting motivations regarding a change. While they may desire to make a change, they also recognize the challenges or uncertainties that come with it.


Ambivalence may occur in a variety of ways throughout a person's life, impacting their career decisions, relationships, health, and personal growth. For instance, they may feel ambivalent about quitting smoking. They know the health benefits of quitting, but may worry about nicotine withdrawal, or even fear failing if they're unsuccessful. Another example is someone who desires to make a change in their career, but they're concerned with the unknown factors and the risk of financial stability.

☀ PPT 17

Understanding and recognizing ambivalence is a key aspect of Motivational Interviewing. Rather than seeing ambivalence as a problem to solve or a negative trait, Motivational Interviewing acknowledges that it's a ☹ natural part of the change process; and we need to help people see it for what it is, and ☹ tilt the balance toward change and growth. We don't ignore the stuck side; we just don't dig into it.

This encourages the person to weigh their reasons for change more heavily than their concerns.

Motivational Interviewing helps individuals resolve ambivalence by exploring their motivations, values, and goals in a supportive and non-judgmental way. By understanding and intentionally doing things to maximize the pros and minimize the cons, people can work toward finding their own motivation and commit to making the change.

Remember, ambivalence is a  normal part of the change process. People can work through their ambivalence by being encouraged to be more insightful, exploring their values, and uncovering or discovering ways to align their behaviors with their goals for change.

Understanding the key concepts of Motivational Interviewing paves the way for exploring how the Spirit of Motivational Interviewing sets the tone and pace for meaningful conversations about change.

The Spirit of Motivational Interviewing

 PPT 18

 PG 10

The Spirit of Motivational Interviewing is a way of being with people which sets the PACE for the conversation.

A Way of Being with People

 PPT 19

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

Ask How do you interpret this in the context of the Case Manager and participant relationship?

“Dancing with the participant” captures the collaborative nature of Motivational Interviewing. The Spirit of MI is about a way of being with people, not using tricks or techniques. It emphasizes genuine presence, empathy, and respect. Case Managers evoke the participant’s own thoughts and motivations, creating a non-judgmental space for self-reflection. This collaborative approach builds trust and empowers participants to embrace positive change.

Motivational Interviewing isn't a magic process, and it won't work with every single participant. It's also not something that you "do TO someone." Motivational Interviewing is an approach to use alongside a participant who is struggling to make a change in their life.

Active Listening

☀ PPT 20

Motivational Interviewing is an approach that relies on active listening. Listening is an essential part of the process because it helps us understand the participant's thoughts, feelings, and experiences. When we truly listen, we show the participant that we care about what they have to say, and that we respect their perspective.

As we start thinking about how we listen, I'd like to share a quote from a dog named Enzo. Enzo is the main character in "The Art of Racing in the Rain," a book about the bond between a dog and his owner, Denny, a race car driver. Enzo narrates the book, sharing his observations and reflections on Denny's life.

Note to Trainer: Read the following excerpt directly from the book, as a prop (page 101).

"Here's why I will be a good person. Because I listen. I cannot speak, so I listen very well. I never interrupt, I never deflect the course of the conversation with a comment of my own. People, if you pay attention to them, change the direction of one another's conversations constantly. It's like having a passenger in your car who suddenly grabs the steering wheel and turns you down a side street. For instance, if we met at a party and I wanted to tell you a story about the time I needed to get a soccer ball in my neighbor's yard but his dog chased me and I had to jump into a swimming pool to escape, and I began telling the story, you, hearing the words "soccer" and "neighbor" in the same sentence, might interrupt and mention that your childhood neighbor was Pele, the famous soccer player, and I might be courteous and say, Didn't he play for the Cosmos of New York? Did you grow up in New York? And you might reply that, no, you grew up in Brazil on the streets of Tres Coracoes with Pele, and I might say, I thought you were from Tennessee, and you might say not originally, and then go on to outline your genealogy at length. So my initial conversational gambit - that I had a funny story about being chased by my neighbor's dog - would be totally lost, and only because you had to tell me all about Pele. Learn to *listen!* I beg of you. Pretend you are a dog like me and listen to other people rather than steal their stories."

Take a moment to yourself to think about Enzo's words.


Deep Listening Activity PPT 21 PG 11

Purpose: Learners practice deep listening.



Estimated Length: 15 minutes

Directions to Trainer: Pair learners up to practice deep listening. One is the speaker, and the other is the listener. They decide which role (speaker/listener) to take first. This is a real play activity; learners are themselves, not playing a role. Each learner is the speaker for five minutes and the listener for five minutes. Use a timer to let learners know when to switch roles. Debrief following the activity.


Trainer Instructions to Learners: Now, we are going to give each of you a chance to practice deep listening. With a partner, you are going to talk and listen for five minutes, but there's a bit of a catch.

 When you are the speaker, we want you to pick something that you can talk about for at least five minutes. The topic is totally up to you, but we want you to continue speaking until we tell you to stop. If you need ideas on something to talk about, there are some prompts in your Participant Guide:

- 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?

 When you are the listener, give the speaker your undivided attention. Listen with your eyes, ears, and heart. Be accepting and non-judgmental. Be curious, but do not interrupt the speaker.  Be silent on the inside and the outside as you listen. **You are not allowed to ask any questions or say anything.**

We will stop you and tell you when to switch roles. What questions can I answer before you get started?

 It's time to switch. This time, the listener can use minimal words, but only "encouragers." These are brief words that encourage the speaker to keep talking, such as, "I see," "Uh-huh," "Really?" "Go on," "Wow," "Oh," etc.

Debrief:

What was your experience like as the speaker?

As the speaker, what surprised you by where you took this story?

What was the experience like as the listener?

As listeners, had you been able to respond, could it have taken the conversation in another direction? How would this impact the conversation?

Possible Responses:

- *The speaker would not have been able to fully tell their story.*
- *The listener may hijack the conversation with their own story.*

Ask Why do you think Enzo emphasized the importance of listening, and discouraged interrupting or deflecting conversations?

Possible Responses: It allows the speaker to decide the direction of the conversation, We learn more from a person if we do not interrupt them

Energizer PPT 22

On a scale of hedgehog cake, how are you feeling today? Hold up the number of fingers that corresponds to your answer.



Listening Activity PPT 23

Purpose: Learners explore the element of listening.

Materials: Two sheets of flip chart paper for each side of the room, or laminated questions, post-it notes (at least one stack per table group).

Estimated Length: 7 minutes

Directions to Trainer: Hang up the prepared flip chart paper or laminated questions on opposite sides of the room. The questions are, “How do you respond when someone really listens to you?” and “What can get in the way of true listening?” When learners are finished providing their responses, briefly go through the answers to the questions.

Trainer Instructions to Learners: Let's dive deeper into listening. We have a couple questions for you. The first question is:  "How do you respond when someone really listens to you?" For the other question, we want to know:  "What can get in the way of true listening?" Write your response to each question on separate post-it notes.

Now take your post-it notes, and place them next to the corresponding question hanging up on each side of the room.

What are some of our common responses when someone listens to us?

Possible responses include:

- *Feeling understood*
- *Wanting to talk more/more open*
- *Positive feelings toward the person listening to us*
- *Feeling accepted*
- *Feeling respected*
- *Feeling more comfortable/safe*
- *Feeling more interested/engaged in a process*

What can get in the way of true listening?

Possibilities include:

- *Distractions*
- *Agenda of the listener*
- *Wanting to share your own information or perspective*
- *Feeling rushed*
- *Maybe the listener really doesn't care*
- *Language or culture barriers*
- *Not taking the time to do it intentionally*
- *Moving on to the next thing in your mind while the person is still talking*

Active listening is the first step in embracing the Spirit of Motivational Interviewing; the next step is setting the PACE.


Setting the PACE: The Spirit of Motivational Interviewing


 PPT 24

 PG 12

PACE is an acronym that helps us remember the elements of spirit: Partnership, Acceptance, Compassion, and Empowerment.


The spirit of MI is the guiding framework that helps foster a collaborative and empathetic environment between you and the participant. Let's take a closer look at each element of PACE in Motivational Interviewing.


 Partnership refers to establishing a working alliance between you and the participant. It involves recognizing that the participant is the expert in their own life and experiences, and recognizing that they have valuable insights, strengths, and resources. Ultimately, the objective is to create a collaborative relationship where both you and the participant work together toward achieving the participant's goals.

 Acceptance involves respecting the participant's autonomy, dignity, and worth. We all are trying to figure out who we are, where we're going, and how we are going to get there. You approach the participant without judgment to help create a safe and non-threatening environment where the participant feels free to express themselves openly and honestly. You can do this by expressing accurate empathy. Displaying accurate empathy shows the participant that you really want to understand what's going on in their life, and see their struggles from their point of view.


Think about a time when you were cut off in traffic. How did that make you feel? Were you frustrated? Angry? Annoyed? Now think about why that person may have cut you off. Perhaps they were rushing to the hospital due to an emergency. Maybe their child fell off the playground equipment at school and broke their arm. Remember a time when you've been in a hurry due to an emergency and may have cut someone off in traffic. Looking at things from another person's perspective can help you practice accurate empathy.

Acceptance also means understanding that change is a personal process. The participant has the right to choose their own path, and your role is to recognize and remind them that they are the decision maker in their life.

 Compassion is about actively promoting the participant's well-being while showing genuine care and concern. A key component of compassion is taking yourself out of the equation. Remember, it isn't about you; it's about helping the participant. You intentionally put the participant's needs first, focusing on understanding their perspective and experiences. Compassion in Motivational Interviewing means listening attentively, demonstrating empathy, and providing support without having a personal agenda or self-interest.

 Empowerment in Motivational Interviewing refers to the process of helping participants recognize their own autonomy, strengths, and resources, and facilitating their belief in their ability to make positive changes. You can't instill motivation in someone. Rather, you draw it out.

We can do this by adopting or moving toward the mindset that participants have the wisdom and resources within themselves to move toward achieving their goals. Although it's not always easy to believe this, people are more likely to change if they come up with their own reasons for making a change.

 By setting the PACE, you help to create a supportive and empowering atmosphere that encourages the participant to explore their ambivalence, enhance self-confidence, and practice autonomy in making decisions regarding the behavior they intend to change.




Now that we understand the importance of setting the PACE, let's delve into the specific tasks of Motivational Interviewing.


Motivational Interviewing Tasks


 PPT 25


 PG 13

Within Motivational Interviewing, there are four distinct tasks that build upon each other:

 Engaging, Focusing, Evoking, and Planning.  Engaging is establishing a safe place where the participant can explore difficult realities and where we build a working relationship.  Focusing is coming to understand what to talk about with the participant. Without a targeted behavior change, you can't move in that direction.

Without a clear direction, you can't support movement in the direction of change. 

Evoking is bringing out the participant's reasons for changing and reaching a commitment to action.  Planning is collaborating on a plan that the participant is confident will work for them. Also, keep the door open for revisions to the plan in case some of it doesn't work.


 Think of these tasks as a roadmap or framework to help you understand how to navigate through your work with participants as you're setting the PACE. These tasks help you determine what to do, when to do it, and why to do it.


Although these tasks are sequential, they are not necessarily linear. You want to complete one task before moving to the next, but you may go back.


Let's explore each of these tasks in more detail.

Engaging

 PPT 26

Engaging is the first task. The goal at the beginning of any appointment is to establish or re-establish a caring and productive working partnership. No matter how much or how little time you have with the participant, spend the first  20% of your time Engaging. This likely isn't a surprise to you. In your role, you probably get a lot of practice engaging with people. Setting up a way to work with one another isn't a concept that's owned by MI. However, there are some things the MI style of communication offers that help you set the participant up for better outcomes, right from the start.

In the context of MI, Engaging is defined as “the process of establishing a mutually trusting and respectful helping relationship.” When you are working on Engaging, you are creating conditions where participants can feel  safe, be comfortable with sharing, and be willing to become actively engaged. This is probably something you already do as part of your case management process.

However, MI takes Engaging even further. A big part of this task is learning to  trust the participants with whom you are working. This sounds simple, but it can be difficult, particularly if you are working with participants who act counter to what you see as their best interests.

This means that not only do you need to consider the factors that influence the participant's willingness to engage with you, but you also need to consider the things that influence your engagement and willingness to trust the participant. These factors may include your values, aspirations, prior experiences with participants, and social contexts.

Influences Activity

 PPT 27


 PG 14


Purpose: Learners determine factors that may influence their work with participants.


Materials: None


Estimated Length: 20 minutes


Directions to Trainer: Allow learners a few minutes to complete each column of the chart. Complete one column at a time. Allow at least 5 minutes for learners to answer the questions. After learners are finished, allow them about 5 minutes to discuss their answers with their table groups. Because there is no large group debrief, it's important to walk around the room to get a sense of the small group discussion themes.

Trainer Instructions to Learners: Let's consider some factors that influence your willingness and ability to trust participants.  In the first column of the chart in your Participant Guide, write down the names of four people who have influenced how you think about and work with participants. These may be teachers, trainers, supervisors, coworkers, friends, family, or community members.

 In the second column, write a brief summary of each person's view of participants and their trustworthiness.


 In the third column, add how that person's view influenced your perspective of engagement and trust.

 Working independently, answer the five questions below the chart.

Now,  take the next few minutes to discuss your answers to the questions with the people at your table.


Engaging Continued

PPT 28


Another thing we need to consider when we're working on Engaging is to  let go of assessment-oriented, fact gathering questions. We know that these types of questions have their appropriate place in W-2 case management. In fact, there are many instances when you are required to do this. However, during those times when you're having an MI conversation to support behavior change, you want to keep these types of questions to a minimum.


PPT 29

PG 15



What happens if you're focusing on Motivational Interviewing with a participant, and you suddenly realize that you need to complete an assessment? That's where the Assessment Sandwich Procedure comes into play. To complete this procedure, you start by spending 5-10 minutes  Engaging.

During this part, ask a couple questions to explore the participant's perspectives, experiences, and concerns. Be ready to listen. Express empathy for the participant's situation. Offer more reflective listening statements rather than asking questions. Look for strengths, and affirm any you hear.

Next,  transition to the assessment by asking for permission.

After you complete the assessment, move to  closing by offering a summary of the discussion. Ask a couple questions to explore the participant's motivations for change and possible next steps. Listen carefully and reflect. If you have any recommendations or resources that may be helpful, use the A-O-A method to share.






PPT 30

The final items we need to be aware of when Engaging are to look for  strengths, because everyone has strengths, and  to replace your questions with reflections. We'll talk about how to do this when we get to the core skills.

PPT 31

PG 16

We've talked a lot about what to do during the first task of Engaging. One of the most common things that people face when learning MI isn't learning what to do but knowing what not to do. Here are some traps very well-meaning workers sometimes fall into that promote disengagement. They are called traps for a reason; they are easy to fall into.

-  The Chat Trap – This is confusing small talk with the actual goal-directed work of the session.
-  The Assessment, or Question-Answer, Trap – This is the tendency to gather lots of information, but fail to see the participant as an individual. Instead, you focus solely on completing your job duties rather than on working with a real person.
-  The Expert Trap – This is focusing on finding the correct solution to the problem, rather than seeing the situation as a partnership to work through together.
-  The Premature Focus Trap – This is jumping to the problem right away, and failing to see the big picture of the participant's life.
-  The Labeling Trap – This is failing to see the participant as a unique individual because you are thinking of them only as their diagnosis or barrier.

Looking at these traps, let's have a show of hands. **Ask** How many of you have fallen into one or more of these traps before?

Ask Who is willing to share how that impacted your work with the participant?

Potential Responses:

- *I want participants to feel comfortable, so sometimes I fall into the chat trap, and then we don't have enough time to cover all of the important topics during our meeting.*
- *I want to help people, so sometimes I fall into the expert trap, and then participants look to me to solve their problems for them instead of working on solutions together.*
- *Sometimes I fall into the premature focus trap by jumping right to employment instead of spending time discussing what else is going on in the participant's life.*

Focusing

PPT 32




PG 17

Now that we know what to do and what not to do during the first MI task of Engaging, we can move to the second task: Focusing. Focusing is where you collaboratively come to an agreement with the participant on the change target. The change target could be any number of specific behaviors.

Ask What are some change targets on which you might work with participants?




Possible Responses: Participating in assigned activities, Turning in completed logs on time, Finding a job, Maintaining a job, Parenting issues, Abstaining from AODA substances, Improving mental or physical health, Finding childcare, Getting a driver's license, Finding affordable housing, Budgeting

From an MI perspective, Focusing has three elements:

1.  Developing and maintaining a specific agenda.
2.  Discovering what is important to participants.
3.  Recognizing it is an unfolding and evolving process.

PPT 33

Continuing with our theme of threes, Focusing is a task with three possible scenarios:

1.  Clear Direction – The focus is clear. You and the participant agree about the change target or targets for the session.
2.  Agenda Mapping – The focus is somewhat clear. There may be several competing agendas. You and the participant know some of each other's priorities, but you need to come to an agreement on the change target or targets for the session.
3.  Orienting – The focus is unclear. You and the participant are not sure what each other's concerns or priorities are for the session. You need more exploration to determine the change target or targets.

A big part of Focusing is balancing your priorities with the participant's priorities. This may require some negotiation. The ultimate goal of Focusing is to find a match between your goals and the participant's goals, which forms a specific agenda. Remember, the agenda and change targets will evolve over time, as the participant's situation changes.


☀ PPT 34

One way you can practice Focusing is with a structured statement that addresses the matter directly. For example: "We have about 30 minutes to talk today. I have a couple things I need to talk with you about, but I also want to make sure we get to your concerns. What is your top priority today?"

☀ PPT 35

Another way to practice Focusing is using a visual tool called an Agenda Map.

Ask How many of you have heard of Agenda Mapping prior to today? Who has used an Agenda Map with a participant?


To create an Agenda Map, simply draw large circles on a paper to design a menu of options.  Label the circles with the most common challenges you see participants face, along with blank circles to leave space for issues or concerns the participant brings up.

You can then use this Agenda Map when Focusing. For example, "There are a number of different ways we could spend the rest of our time today. On this sheet are some areas we could talk about. You'll also notice that some areas are blank. That's because there may be things that feel really important to you today that aren't listed here. As you look at this sheet, what sticks out as an area you'd like to discuss?"


After you both agree on the focus for the change target, stick with it until you transition to the next target.


Evoking

☀ PPT 36

After you and the participant have agreed upon a change target and have a clear direction for change, you transition to the next task: Evoking. Evoking explores the  "why" of change.

During this task, you guide the participant in exploring their ideas and motivations for change.

While Evoking, you dig deeper than the surface of what the participant is saying by asking probing questions, seeking elaboration, and  exploring goals, values, and behavior.

Evoking is the longest part of all the MI tasks. While Evoking, it's important to maintain the focus on the change target and avoid tangents. This is where your great listening skills are especially important.  Listen closely to what the participant says, and look for the language of change.

Because this is an introductory MI course, we're spending more time on the beginning tasks of Engaging and Focusing. Evoking is a complex task containing numerous strategies. Moderate to advanced Motivational Interviewing courses explore Evoking strategies in detail.

Planning






PPT 37

The final task is Planning. During this task, you work with the participant to develop a specific plan for change and help build their confidence. Planning usually feels easier than the other tasks. However, be careful not to jump to the Planning stage too early. Be sure to test the waters to see if the participant is ready for Planning.

PPT 38




PG 18

Some signals that a participant may be ready for Planning are:

-  You're hearing fewer arguments from the participant for the status quo. Their ambivalence seems to be resolving on the side of change.
-  Resolve – The participant has reached some resolution in discussing the change, and seems more at ease.
-  Questions about change – The participant asks about possible solutions to the problem, for suggestions, or how others have achieved success.
-  You're hearing the participant talk a lot about making the change.
-  Envisioning – The participant looks ahead to the future, and talks about how their life might be improved after trying a change.

Planning is the “how” of change. If you're seeing signals that the participant is ready to begin Planning, ask questions to test the water, such as:

-  Are you ready to make a plan?

-  What's next?
-  Where do you want to go from here?
-  What's the logical next step for you?

If the participant is taken aback by these questions, or seems completely overwhelmed, you'll know that you need to do some more work on the Evoking task before moving on to Planning.

Self-Assessment

 PPT 39

 PG 19

Purpose: Learners reflect on their current strengths and areas for improvement when it comes to MI attitudes and perspectives.


Materials: 10 pieces of cardstock, each labelled with a number 1 through 10, and taped around the room.


Estimated Length: 20 minutes

Directions to Trainer: Allow learners a couple minutes to review the perspectives and make their decisions. Have groups report out after Part 1 and Part 2. If there is only one person at a number, allow them to work independently, or move to another group based on their preference. It's okay if not all numbers are chosen. Instruct learners to return to their seats after Part 2 is complete.

Trainer Instructions to Learners:

Part 1: Review the 10 MI perspectives listed in your Participant Guide, while reflecting on your own everyday work.


 Of these perspectives, which one do you believe you currently have in place for how you view your everyday work with participants? You'll notice there are signs numbered 1 through 10 hung up around the room. I'd like you to get up and stand next to the number that corresponds with the number of the perspective you chose. Bring your Participant Guide with you.


 With your group, discuss how and why you use this perspective when working with participants. Designate one person in your group to be the reporter.

Note to Trainer: Here are the perspectives listed in the PG:

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.*

PPT 40

Part 2: Take a look at your Participant Guide again.  This time, I'd like you to determine which perspective you do not currently have in place. After you have made your decision, get up and stand next to the number that corresponds with the number of the perspective you chose.

 With your group, discuss why it might be important to make this shift, or what would be the benefits of using this perspective when working with participants. Designate one person in your group to be the reporter.

We've laid the Motivational Interviewing groundwork with the Spirit and Tasks of MI. Next, we'll explore the technical skills to start building your foundation.

Energizer

PPT 41

Note to Trainer:  Click to play the video. No debrief needed.

MI Core Skills

PPT 42

PG 20

Now it's time to get your OARS in the water. In Motivational Interviewing, OARS stands for Open-ended Questions, Affirmations, Reflective Listening, and Summaries.

OARS skills provide a solid foundation for effective communication. By using Open-ended Questions, Affirmations, Reflective Listening, and Summaries, you can create a supportive environment that encourages participants to explore their motivations, values, and goals. You use OARS throughout all four tasks of Motivational Interviewing.

Open-ended Questions

☀ PPT 43

📄 PG 21

Note to Trainer: One trainer asks the following questions, and the other trainer answers by using only the 'Yes, No, Maybe, Sorry' buzzers.

Speaking of OARS, didn't you recently go kayaking? [Yes]

Have you been out much this year? [Yes or No]

Do you usually head out on the river? [No]

Oh, more of a lake person? [Yes]

Hey, can I go with you sometime? [No, Sorry]

More of a solo adventurer, huh? [No]

Did I do something wrong? [Maybe]

Are you mad at me? [Yes]

Is it because you wanted to ask the questions? [No]



Should we just get on with class? [Yes]

Think about how that conversation would have been different if I had started out by saying, 'Tell me about your recent kayaking trip.'

Rather than asking yes or no questions, open-ended questions encourage participants to express themselves, feel like they matter, and explore their thoughts and feelings. Knowing more about what's important to the participant and their experiences will help you to make your case management decisions in a more person-centered way. If we only ask "yes" and "no" questions, it doesn't leave space for the person to talk about what's important to them. Open-ended questions begin with words like "what," "how," "tell me about," "describe," "in what ways," or "say more."

Let's look at some examples of open-ended questions.

- 🖱 How would you like things to be different in your life?
- 🖱 What do you think might be your first step?

-  Describe the impact this change would have on your relationships?
-  How would you like me to support you in this process?

Now that you've heard some examples of open-ended questions, let's practice generating some questions.

A Picture's Worth a Thousand Questions

PPT 44

Purpose: Learners generate open-ended questions based on an image.

Materials: Laminated photo cards, flip chart paper and markers, painter's tape

Estimated Length: 20 minutes

Directions to Trainer: Hang photo cards and blank flip chart paper around the room (one photo card with one piece of flip chart paper). Put learners into groups of three, and have each group go to one of the photos. Groups rotate to a different photo every one to two minutes, until they have visited each photo. Alert groups when to rotate.

Trainer Instructions to Learners: We are going to divide you into groups. As a group, use the photos on the wall to generate as many open-ended questions as possible that would encourage someone to tell you the story behind the photo. Write the questions on the flip chart paper. Remember, these questions start with "what," "how," "tell me about," "describe," "in what ways," or "say more."

Here's an example of an open-ended question we may ask based on this picture. *Tell me about your commute to work.*

Take your marker with you, and go to the next photo. Review the questions already written for the photo, and add any additional open-ended questions you can think of.

Now that you've returned to your original photo, review the additional questions other groups added.

As a group, determine which is the most thought-provoking or inviting question related to the photo. Designate someone to report to the large group.

PPT 45-49

Note to Trainer: Click through slides, and have groups report out in order.

Ask What was your thought process behind creating the open-ended questions?

Importance/Confidence Ruler

⚙ PPT 50

📄 PG 22

Open-ended questions are helpful as a strategy overall. They bring to life the idea that you and the participant are partners; you really care about their opinion and are inviting it into this conversation. They also are helpful to elicit talk about change. People are most likely to change when they feel like the change is important, and if they feel like they can do it, and they are confident they can change. One way to help a person consider importance and confidence is to ask them where they are right now.

A helpful Motivational Interviewing tool you can use to do this is the Importance/Confidence Ruler. You can print the ruler to use with participants, simply draw it on a piece of paper, or just ask them. Show the participant the ruler, and ask, “On a scale of 0 to 10, how important is it for you to make this change right now?” or “On a scale of 0 to 10, how confident do you feel in your ability to make this change?”

The follow-up questions you ask after the initial question are more important than any ranking. If the participant ranks themselves at a low number, follow up with a question like, “Why are you at a 2 and not a 1 or a 0?” This encourages the participant to list the positive motivations for making a change.

If the participant ranks themselves at a higher number, ask a question such as, “What would it take for you to move from a 6 to a 7?” This encourages the participant to think about the next steps in making a change.

Affirmation

⚙ PPT 51

📄 PG 23

The next core skill is Affirmation. Affirmation empowers individuals to believe they can change and pursue their goals. Affirmation is a powerful communication tool that 🖱 nurtures motivation, 🖱 builds self-confidence, and 🖱 fosters positive relationships between you and participants.

Saying things like, “Great job!”, “You got this!”, or “I believe in you” are not affirmations. That is just cheerleading. Cheerleading is giving non-specific or non-genuine praise.

Affirmation recognizes and appreciates a person's strengths and efforts. It enhances a sense of self-worth and confidence by acknowledging their unique qualities, capabilities,

and personal achievements. When you emphasize their strengths, they are reminded to see their potential and feel more empowered to take steps toward positive change. You construct affirmations by using “you” statements and focusing on a specific behavior or quality.

Ask What are some qualities that make a person a good Case Manager? I'll start our list by typing 'observant.'

Note to Trainer: Record the responses on the whiteboard on the PPT slide.

If I tell you that you are a good Case Manager because you are _____ (read the list of qualities you have recorded), does that sound like an affirmation? No, affirmation is not just a laundry list of qualities. To create an affirmation, you must be specific about how the person has shown a certain quality. An example of an affirmation would be to say, “When you met with the participant this morning, you noticed that she seemed quieter than usual and asked her about how she was feeling. This shows that you're an observant Case Manager who cares about participants.”

Affirmation also focuses on recognizing and reinforcing individuals' strengths, core values and beliefs. When you align their goals with their values, they find purpose and meaning in their actions, which enhances their motivation to change. When you acknowledge and affirm these values, you help them to make that connection.





Affirmation encompasses the use of encouraging language. You can inspire participants to believe in their own capabilities by offering encouragement through reinforcing statements, such as highlighting past successes, expressing confidence in their abilities, and emphasizing the potential for growth and positive outcomes.

To practice affirmations, start by brainstorming a list of strengths in the participants with whom you work. Then think of a specific example or time when they showed one of those strengths.

Take the next couple minutes to read the affirmation examples in your Participant Guide.

PPT 52

Here are some affirmation openers:

-  That took a lot of....
-  You're really...
-  This shows...
-  It must have taken a lot of work to...

Affirmations must be genuine. However, you don't have to agree with a person, or even like a person to give an affirmation.

Celebrity Affirmation

 PPT 53

 PG 24



Purpose: Learners identify a person's strengths, and use those strengths to craft an affirmation.


Materials: None

Estimated Length: 20 minutes

Directions to Trainer: Allow learners 5 minutes to work independently on their celebrity affirmation. Then give learners 10 minutes to share their affirmations with their table groups and select one to share with the large group. Each group reports out their chosen affirmation.



Trainer Instructions to Learners:

Part 1:  Think of a well-known public figure who you do not particularly care for. This could be a celebrity, athlete, musician, news reporter, etc. Do not choose a politician. Do not share the name of whom you chose with anyone else.  Now, create a list of positive attributes or strengths this person has. You have two minutes.

Part 2:  Now, use your list to create an affirmation for the individual you selected. Write your affirmation in the space provided in your Participant Guide. Keep in mind, you will be sharing your affirmation.

For example, let's say I chose Kim Kardashian. Some of the strengths I wrote down may be resilience, determination, and confidence. I could write an affirmation that says, "You are determined to do whatever it takes to stay in the spotlight and achieve financial success."

You have three minutes to write your affirmation.

Part 3:  Take turns going around your table group, sharing your affirmations. After everyone at your table has shared their affirmation,  choose one to share with the large group.

Debrief:

In what ways did making a list of strengths help you craft an affirmation?

Possible Responses: Even people I disagree with have positive attributes, Everyone has strengths

How would hearing an affirmation focused on their strengths positively impact a participant?



Possible Responses: It builds a trusting working relationship between the worker and participant, It helps build the participant's self-confidence



Reflective Listening



☀ PPT 54

📄 PG 25

The next core skill is reflective listening. Think of this as “empathy in action.” Reflections seem like a simple concept, but in practice, they can be challenging.

Reflective listening involves  actively listening to a participant, and then  reflecting back what they have said. This gives you more control over the direction of the conversation, and the participant control over the content. Think back to the conversation styles we discussed earlier. Using reflections helps you embrace the guiding conversation style.

Reflective listening demonstrates  empathy and  understanding, as it shows that you have truly heard and grasped their perspective. It helps participants feel valued, and encourages them to explore their thoughts and feelings further.

A reflection can be either  simple or  complex. Simple reflections involve a direct repeat, paraphrase, or summary listing of what the participant said, without adding interpretation or value. Simple reflections are concise and capture the essence of what the participant expressed.



☀ PPT 55

Let's look at a few examples of simple reflections.







 *Participant: “That really made me angry!”*

 *Case Manager: “You're angry.”*

☀ PPT 56

-  *Participant: "They fired me yesterday. I didn't see it coming at all."*
-  *Case Manager: "It was unexpected."*

☀ PPT 57

Complex reflections go beyond simply paraphrasing or summarizing the participant's words. They involve  adding depth,  exploring underlying meanings, or  capturing the participant's emotions and experience. Complex reflections demonstrate a  deeper level of understanding and facilitate participant  insight and  self-exploration. They are major restatements that infer meaning, reflect feelings, or use metaphors.

Here are a few examples of complex reflections.

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

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."


Complex reflections involve taking a chance and guessing at an underlying meaning or what the participant is feeling. Sometimes, you may offer a reflection that is off the mark, and this is okay. The participant will correct you, and will appreciate your attempt to understand them.


☀ PPT 58


When people are first learning to use reflections, sometimes they wonder, 'How far do I go with my guess?'

To help guide you, think of reflections like the branch of a tree. For example, a participant says, "I have a good sense of humor."

If your reflection basically restates what the participant originally said, but just uses slightly different words, it's like staying close to the trunk of the tree.  An example of a reflection that stays close to the tree's trunk would be, "You appreciate humor."

If your reflection takes a guess at something the participant didn't say directly, but still makes sense based on what they did say, it's like going out on a limb toward the middle of the branch.  An example of a reflection that goes a little out on a limb in this situation would be, "You like making people laugh."

If your guess goes too far, or doesn't make sense based on what the participant said, it's like going out to the far end of the branch.  An example would be, "You want to become a stand-up comedian."








Our goal with reflections is to aim for the  middle of the tree branch. We want to go out on a limb just a bit, and take a guess at how the participant may be feeling or what they may be thinking, based on what they already told us.

Types of Complex Reflections

 PPT 59


 PG 26

We've provided an overview of simple and complex reflections, with a few examples. Now let's get into the specific types of complex reflections. Complex reflections fall under one of seven categories:


-  Paraphrase
-  Amplification
-  Double-Sided
-  Feeling
-  Metaphor
-  Coming Alongside
-  Continuing the Paragraph

 PPT 60

We'll start with paraphrasing. This is one of the most common types of reflections. Paraphrasing is a restatement that brings in an educated guess or inference to what the person said.

 Next up is amplification. This takes what the person said to the extreme. For example, if a participant said, "I don't see the point of this workshop," you could amplify by saying, "You haven't learned a single thing."


The hope is that amplification causes the person to backtrack and say, “that’s not true,” or “I wouldn’t go that far.” However, if the participant does not backtrack, you can ask a follow up question starting with, “What would it take for you to....”


 A double-sided reflection is where you reflect both sides of the ambivalence. Two important things to note when using this type of reflection are:


1. Use ‘and’ as your conjunction, not ‘but’; and
2. Always end with the change side.

“On one hand, you don’t enjoy studying for this test, and on the other, you know it’s required for your HSED.”


In this reflection, one side acknowledges that the participant doesn’t enjoy studying. The other side acknowledges that the participant knows they need it for the HSED.


 The feeling reflection is where you reflect the unstated feeling. “You’re feeling frustrated.”

 The metaphor reflection is when you use a metaphor or picturesque language. “You can’t wait until this task is in your rearview mirror.”

 The next type of complex reflection is called coming alongside. This is where you side with the direction of no change.

Don’t use this one frequently, because we don’t want to dwell on the negative, but it is helpful to use when you are feeling a lot of push-back. “You wish you could just quit.”


 Finally, we have continuing the paragraph. When using this type of reflection, you anticipate how the person might continue the sentence, and focus on the positive in the direction of change. Start with the word ‘and’ or ‘because.’ “...and you’re ready to get this homework done and out of the way so you can spend time on the classes you find meaningful.”


 I know that seems like a lot of different types of reflections, but there’s a good reason for that. Some types of reflections will be more effective with certain people. You’ll learn which ones are more successful with specific participants, and you can focus on those during your conversations. Additionally, some types of reflections will be easier and feel more natural and conversational for you to use than others. That’s okay to lean more heavily on the reflections you feel most comfortable with, but don’t completely neglect the types that don’t come as easily for you. It’s always helpful to have a large selection of tools in your toolbox.


 PPT 61 PG 27

To help you get started with reflections, there is a list of example reflection starters in your Participant Guide. Take a minute to read through those to yourself.

Here are some tips when it comes to reflections:

 Get the “I” out of it. A reflection is a “you” statement. Don’t start with “I’m hearing,” or “What I hear you saying is that you...”


 Make it a statement, not a question. Don’t use up-talk. Up-talk is when people raise the pitch of their voice at the end of a sentence, and it makes everything sound like a question. If we’re going to do the hard work of offering a reflection, we don’t want the participant hear it as a question.

 Keep it concise. Don’t overthink it. Good reflections don’t have to be long.


 Have a strategic direction. Reflect what you want to hear more about.

 PPT 62


Let’s watch a short video clip from the show Modern Family that shows how resisting the fixing reflex and using reflections can help.


 **Click** to play the video.





Energizer PPT 63

We’re going to play a quick round of This or That. I will give you two options, and you will vote for your favorite by clapping. First up is  Pizza or Tacos. Clap for Pizza [pause] or Tacos [pause].

Note to Trainer: Repeat for each set of items.

 Beach or Forest

 Calls or Texts

-  Fan on or Fan off
-  Silver or Gold
-  Eat at home or at a Restaurant
-  See the future or Change the past

Reflection Round-About

 PPT 64

 PG 28

Purpose: Learners practice writing complex reflections.

Materials: None

Estimated Length: 20 minutes

Directions to Trainer: Allow learners a couple minutes to write a reflection after each audio clip. Ask a few learners to share their reflection before moving on to the next audio clip.

Optional Modification: If learners are having difficulty coming up with reflections, create them together as a class.

Trainer Instructions to Learners: It's time to practice creating complex reflections. We are going to listen to audio clips. After each clip, take a moment to write a reflection. You can do this either on your own or with a partner. The first type of reflection we are practicing is amplification.

 Amplification

Possible Response: Absolutely nobody is hiring.

 Double-Sided


Possible Response: On the one hand, your boss's nagging is making things worse, and on the other hand, you could make some changes.

 Feeling


Possible Response: You're worried his actions could have negative consequences.

 Metaphor

Possible Responses: You feel like you're stuck between a rock and a hard place.

 Coming Alongside

Possible Response: You're having a really hard time finding a solution.



 Continuing the Paragraph





Possible Response: And you're willing to try something new.

Summaries

 PPT 65

 PG 29

The final core skill is summaries. Summaries are concise  recaps of what participants have shared during a conversation, especially their motivations and  reasons for changing.

Summaries help to organize and highlight  key points, allowing participants to see patterns and  connections in their own words. They also demonstrate that you have been  attentive to their thoughts and provide an opportunity to  clarify any misunderstandings.

Take a moment to read through the example openers and closers in your Participant Guide.

Use these to signify the beginning and end of a summary. This helps the participant know that you're summarizing.

Now that you are learning how to row with your OARS, let's talk about how to use your OARS to guide conversations with participants in the direction of change.

Language Cues


 PPT 66

 PG 30

Participant language cues refer to specific words or phrases the participant uses that indicate where they are in the change process. When we listen to participants we increase our understanding of their thoughts, feelings, and motivations. These cues help you identify and address change talk, sustain talk, and discord. Let's dive a little deeper into change talk.


Change Talk

 PPT 67


Change talk refers to the statements, expressions, or language a participant uses that reflects their  desire, ability, reasons, or need for change. It is a key component of the Motivational Interviewing, and indicates the individual's intrinsic motivation and commitment to making positive changes in their behavior.

Change talk can take various forms, such as expressing willingness, desire, or readiness to change, stating the benefits or advantages of change, acknowledging the importance of taking action, and exploring potential strategies or solutions.


Change talk language cues may start with:

 "I want to..."

 "I'm ready to..."

 "I think it would be helpful to..."


 "I'm considering..."

 "I could see myself..."

 "I'm willing to try..."

Sustain Talk


 PPT 68


Sustain talk refers to the statements, expressions, or language a participant uses that reinforces their current behavior or reluctance to change. Unlike change talk, sustain talk reflects the individual's  reasons, arguments, or desires to keep things as they are rather than making changes. You can think of sustain talk as stuck talk or anti-change talk.


Sustain talk shows in various ways, such as expressing reluctance or unwillingness to change, emphasizing the perceived benefits or satisfaction from the current behavior, minimizing the negative consequences, or expressing doubts about the need for change.

Sustain talk often reflects the internal conflicts or ambivalence that individuals may experience when considering change. Sustain talk provides valuable information about the participant's perspectives, concerns, and barriers to change.


Sustain talk language cues may start with:


 "I don't think I can..."

 "It's too difficult..."

 "I've tried before, and it didn't work..."


 "I'm not sure if I'm ready..."

 "I don't see the point in..."

 "I'm not convinced that..."

Discord

PPT 69

In contrast to sustain talk, discord is when the participant is actively  letting you know that things aren't going as they'd like. Things may be moving too fast or too far; or maybe they feel like they're losing control. Discord could look like conflict, disagreement, or hostility.







Although discord may sound like it's personal, it's not helpful for us look at it that way.

With passive discord, the participant agrees with everything you say during the appointment, but has no intention of actually following through on any of it.

With active discord, the participant directly argues with you, and states you are wrong. Other examples of discord include ignoring you, or constantly interrupting and talking over you.

If you experience discord from a participant, it's about the relationship. If you're hearing discord, you need to change tactics and go back to the engaging step of the MI tasks, and work on building the relationship.

Discord language cues may sound like:

-  "How are you going to help me? You don't even have any kids."
-  "What do you know about being poor?"
-  "This is stupid. I don't know why I even came here."
-  "That's really none of your business."
-  "That's easy for you to say."
-  "It's not like anyone in this program actually wants to help."

By actively listening for these language cues, you can better understand the participant's perspective, and use these cues as opportunities to dissolve the discord, strengthen change talk, or address sustain talk in a Motivational Interviewing conversation.

Language Cues Practice

 PPT 70

 PG 31

Purpose: Learners identify examples of change talk and sustain talk.

Materials: Two different colored markers or highlighters for each learner


Estimated Length: 10 minutes

Directions to Trainer: After partner groups are finished, go through the scenario with the large group to reveal the answers. Ask learners to shout out what they highlighted as you reveal each section.


Trainer Instructions to Learners: Let's practice looking for language cues. I'd like everyone to grab two different colored markers or highlighters and find a partner. With your partner, read through the conversation in your Participant Guide, and highlight any change talk you see with one color, and highlight any sustain talk you see with a different color.

 PPT 71

Now we'll go through the conversation together. Looking at the first part of the conversation on the screen, what did you highlight in this section?


 *Change Talk: I've been trying to find a job*
Sustain Talk: Why should I even bother?

PPT 72

 *Change Talk: 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.*

Sustain Talk: I don't see the point in doing this anymore.

PPT 73

 *Change Talk: I'm also confident that I can adapt well to different situations and solve problems.*

Sustain Talk: None

Conclusion Activity

PPT 74

Purpose: Learners focus on specific topics while viewing a video of a Motivational Interviewing conversation.

Materials: Prepared flip chart paper, stickers (2 per learner), printed debrief questions, YouTube Link: <https://www.youtube.com/watch?v=A-3wZrLkZpE>

Estimated Length: 30 minutes

Directions to Trainer: Prepare and hang up a piece of flip chart paper divided into 7 sections, with each section labeled with one of the topic options. Place stickers on tables. After learners have voted, pass out the printed questions from TN Appendix C, one for each learner, for the topic that received the most votes. (Accordion Style Debrief Questions begin on the following pages: Open-ended Questions TN 46, Affirmation TN 47, Reflective Listening TN 48, Summaries TN 49, Spirit/PACE TN 50, Importance/Confidence Ruler TN 50, and Unknown/General MI TN 51).

Trainer Instructions to Learners: We've covered a lot of Motivational Interviewing ground today. You learned about definitions, key concepts, the Spirit of MI, tasks, core skills, and language cues. We explored each of these topics individually; now, let's see how they fit together in a Motivational Interviewing conversation.

Before we watch the video, we'd like to know which aspects of MI you would like to focus on while you're listening to the conversation.

PPT 75

Here are your options:

Open-ended Questions, Affirmation, Reflective Listening, Summaries, The Spirit of MI (PACE), Importance/Confidence Ruler, or Unknown/General MI.

Take a moment to decide which areas you would like to focus on. You can choose up to two areas.

After you have chosen your top two topics, take two stickers from your table, and place them in your chosen areas on the flip chart paper.


Optional Modifications:

1. If time allows, go over the top two choices.
2. If the hot spot voting is evenly dispersed, and time allows, learners can complete the debrief questions in a cafeteria learning style rather than accordion style. For example, divide learners into groups based on their top voting choice, and pass out the appropriate debrief questions to each group. Allow groups time to complete the questions together, and then report out to the large group.
3. If you do not have stickers, learners can use markers to draw an X in their chosen section on the flip chart paper.

PPT 76

Because [chosen area] received the most votes, that's what I invite you to focus on while we watch this video of a Motivational Interviewing conversation in action. Take a minute to read through the debrief questions.

Feel free to jot down your thoughts on these questions while we watch the video.

 **Click** to play the video.

Take the next few minutes to independently answer the questions.

Note to Trainer: After learners have finished answering the questions independently, ask the debrief questions for the area with the most votes as a large group.

Debrief Questions:

Open-ended Questions

- In what ways did the interviewer elicit the interviewee's perspective, thoughts, and feelings through open-ended questions, rather than imposing their own agenda?

Potential Answer: The interviewer did not make assumptions; instead, she asked the interviewee for her thoughts.

- What did you notice about how the interviewee responded to the open-ended questions posed by the interviewer?

Potential Answer: She provided more details and information, and explained her thoughts and ideas.

- How did these types of questions encourage self-reflection and exploration?

Potential Answer: The interviewee was able to dig deeper and explain her thoughts about her situation and what she could do to change it.

- Did the interviewer use more open-ended questions or reflections? Why do you think this is?

Potential Answer: She used way more reflections than questions. This let the interviewee have more say in the direction of the conversation.

- How might open-ended questions be helpful in assisting individuals to make positive changes in their lives?

Potential Answer: These types of questions encourage learners to look more deeply at the issues they are discussing and further explore their own ideas and motivations. It also helps the person asking the questions to get more information, clarity, and understanding from the individual's perspective.

- What did you learn about open-ended questions in this conversation that you could apply to your own work?

Potential Answer: Responses will vary

Go to TN 53 for Wrap Up.

Affirmation

- How did the use of affirmation impact the interviewee?

Potential Answer: The interviewee agreed with the affirmation, which can help build her confidence in making changes that will positively impact her kids.

- How did the use of affirmation contribute to creating a safe and supportive environment for the interviewee?

Potential Answer: This showed the interviewee that the interviewer did not judge her for missing the interview to care for her kids.

- What specific affirmation did the interviewer use, and how do you think this contributed to building rapport and trust with the interviewee?

Potential Answer: The interviewer affirmed the interviewee by stating, "Because you're the kind of parent that wants to make sure your kids are doing well." This affirmation felt genuine, which will help with bonding and rapport in this working relationship.

- In what ways did the interviewer tailor the affirmation to the interviewee's unique strengths, values, or accomplishments?

Potential Answer: The affirmation was directly related to what the interviewee was talking about. This showed her that the interviewer was listening and understood where she was coming from.

- How might affirmation be beneficial in helping individuals increase their self-awareness and motivation to pursue positive changes in their lives?

Potential Answer: Genuine affirmations help individuals recognize and build on their own strengths. This gives them more self-confidence in their ability to make a change.

- What did you learn about affirmation in this conversation that you could apply to your own work?

Potential Answer: Responses will vary

Go to TN 53 for Wrap Up.

Reflective Listening

- How did the interviewee respond to the reflections offered by the interviewer?

Potential Answer: She expanded on what she was saying and offered more information or insight.

- How did the interviewer's use of reflective listening contribute to creating a safe and supportive environment for the interviewee?

Potential Answer: Using reflections let the interviewee know that the interviewer was listening for understanding.

- How did the interviewer's use of reflections foster a collaborative and non-confrontational atmosphere in the conversation?

Potential Answer: Reflections allow the participant to hear what she said and make corrections or provide clarification. It embodies the guiding principle of communication (instead of directing or following).

- How might reflective listening be beneficial in helping individuals identify and overcome barriers to change or personal growth?

Potential Answer: When people hear their own words reflected back to them, they can examine their own thoughts and self-reflect.

- What did you learn about reflective listening in this conversation that you could apply to your own work?

Potential Answer: Responses will vary

Go to TN 53 for Wrap Up.

Summaries

- How did the interviewer use a summary to tie together various aspects of the conversation and create a cohesive narrative?

Potential Answer: She picked the main points of the conversation that addressed the change target and put them together into a super-reflection.

- How did the interviewer's use of a summary contribute to the overall structure and flow of the conversation?

Potential Answer: The interviewer used a summary at a strategic point to move from the issues to the next steps.

- How did the interviewer's summary guide the interviewee toward identifying potential solutions or action steps?

Potential Answer: She ended the summary with "So, what would you like to do next?"

- How did the interviewer use a summary to reinforce the interviewee's autonomy and self-direction in the process of exploring their goals?

Potential Answer: Part of the summary said, "It sounds like you have some ideas about how you could..." This emphasized the interviewee's autonomy in deciding on the best course of action for her.

- How might summaries be helpful in assisting individuals to make positive changes in their lives?

Potential Answer: Hearing their thoughts summarized back to them can help individuals organize their ideas and focus on a clear path forward.

- What did you learn about summaries in this conversation that you could apply to your own work?

Potential Answer: Responses will vary

Go to TN 53 for Wrap Up.

Spirit/PACE

- What aspects of the conversation stood out to you as particularly effective in fostering a collaborative and supportive atmosphere?

Potential Answer: The back-and-forth nature of the conversation and the engagement between the interviewer and interviewee.

- Were there any moments in the conversation where you felt the interviewer displayed empathy and understanding? How did this impact the overall tone and direction of the discussion?

Potential Answer: The interviewer did not judge the interviewee when she stated she did not go to her interview. This allowed the interviewee to feel more open, feel free to express herself, and be more forthcoming with information.

- In what ways did the interviewee's autonomy and self-direction play a role in the conversation? How did the interviewer support and encourage this autonomy?

Potential Answer: The interviewer asks the interviewee for her ideas regarding child care and education needs. This will likely encourage the interviewee to complete her activities because they were her own ideas.

- How does the Spirit of Motivational Interviewing align with your values and beliefs about effective communication and helping others make positive changes in their lives?

Potential Answer: Responses will vary.

- What did you learn about the Spirit of MI in this conversation that you could apply to your own work?

Potential Answer: Responses will vary

Go to TN 53 for Wrap Up.

Importance/Confidence Ruler

- How did the interviewer use the importance/confidence ruler in the conversation to assess the interviewee's motivation and readiness for change?

Potential Answer: Although she didn't use a physical ruler, she asked questions about where the interviewee would rate herself based on how important it is for her to get a job and how confident she feels about her ability to get a job.

- Did the interviewer ask more follow-up questions regarding importance or confidence? Why do you think that is?

Potential Answer: She asked more follow-up questions about confidence. This is because the interviewee rated importance extremely high and confidence very low. This shows that the interviewee needs more help with building confidence.

- In what ways did the interviewer use the importance/confidence ruler to explore the interviewee's strengths and areas for growth regarding their desired changes?

Potential Answer: She asked the interviewee for her thoughts on how she could increase her confidence to a 5.

- How might the importance/confidence ruler assist individuals in increasing their self-awareness and motivation to pursue positive changes in their lives?

Potential Answer: The initial ranking question provides a baseline, and the follow-up questions are the key to identifying next steps.

- What did you learn about importance/confidence rulers in this conversation that you could apply to your own work?

Potential Answer: Responses will vary

Go to TN 53 for Wrap Up.

Unknown/General MI

- How did the Motivational Interviewing approach differ from traditional methods of communication you've seen before?

Potential Answer: In this approach, the interviewee spoke a lot more than the interviewer.

- In what ways did the conversation align with the concepts of Motivational Interviewing? Were there any instances where it may have deviated from these principles?

Potential Answer: The interviewer used OARS, listening and speaking back-and-forth, and showed that this person was a partner (collaboration). All of these things align with the spirit of MI. The interviewer could better align with MI by practicing the pause. Sometimes she jumps in with a reflection immediately after the interviewee finishes her thought.

- What techniques or strategies did the interviewer use that you found inspiring or valuable?

Potential Answer: Responses will vary.

- How might Motivational Interviewing be beneficial in helping individuals identify and overcome barriers to change or personal growth?

Potential Answer: All of the motivational interviewing techniques focus on the individual who is contemplating/attempting a change in their life. These techniques encourage the individual to talk about the issue, and deeper explore and strengthen their own motivation for change.

- What did you learn from this Motivational Interviewing conversation that you could apply to your own work?

Potential Answer: Responses will vary

Go to TN 53 for Wrap Up.

It's not realistic to expect that you'll be able to incorporate everything you just learned about Motivational Interviewing into your conversations with participants immediately. Like other skills, MI takes a lot of practice. We suggest picking just a couple of the MI strategies to start working on first. As you become more comfortable using those strategies, you can expand and incorporate more into your everyday work conversations.

Wrap Up PPT 77

Note to Trainer: Prior to the end of the day, hang up 10 laminated pieces of paper equally divided along a wall, numbered 0 through 10.

We'd like to wrap up today with a life-size confidence ruler. **Ask** How confident do you feel in your ability to use one or two MI strategies when you get back to your office? Stand next to the number on the wall that represents your readiness.

Note to Trainer: **Ask** any learners on the low end, why are you at a [number] and not a [lower number]? **Ask** any learners in the middle, what would it take for you to move from a [number] to a [higher number]? **Ask** any learners on the high end, what do you need to stay at this level? Instruct learners to return to their seats.

If you're not feeling very confident, don't worry. Remember, MI takes continued practice to grow your skills.

PG Reference Tools PG 32-38

Before we close for the day, take a look at the Appendix in the back of your Participant Guide. We've provided you with a handful of tools that will be helpful as you start incorporating Motivational Interviewing into your case management practices.

If you're interested in diving deeper into Motivational Interviewing, there's information on the excellent course offered through the University of Wisconsin-Madison, along with three books for you to reference.

Appendix A - A Picture's Worth a Thousand Questions







Appendix B - Reflection Round-About Script

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

Audio Notes: Read with frustration and a smidge of anger.

Double-Sided 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."

Audio Notes: Read with a sense of annoyance and exasperation.

Feeling 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."

Audio Notes: Read with a sense of concern.

Metaphor 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."

Audio Notes: Read with a lack of emotion.

Coming Alongside 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."

Audio Notes: Read with a sense of desperation and concern.

Continuing the Paragraph 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."

Audio Notes: Read with a tidbit of anger and a smidgen of concern.

Appendix C - Debrief Questions

Open-ended Questions

- How did the interviewer elicit the interviewee's perspective, thoughts, and feelings through open-ended questions, rather than imposing their own agenda?
- How did the interviewee respond to the open-ended questions posed by the interviewer?
- How did these types of questions encourage self-reflection and exploration?
- Did the interviewer use more open-ended questions or reflections? Why do you think this is?
- How might open-ended questions be helpful in assisting individuals to make positive changes in their lives?
- What did you learn about open-ended questions in this conversation that you could apply to your own work?

Affirmation

- How did the use of affirmation impact the interviewee?
- How did the use of affirmation contribute to creating a safe and supportive environment for the interviewee?
- What specific affirmation did the interviewer use, and how do you think this contributed to building rapport and trust with the interviewee?
- In what ways did the interviewer tailor the affirmation to the interviewee's unique strengths, values, or accomplishments?
- How might affirmation be beneficial in helping individuals increase their self-awareness and motivation to pursue positive changes in their lives?
- What did you learn about affirmation in this conversation that you could apply to your own work?

Reflective Listening

- How did the interviewee respond to the reflections offered by the interviewer?
- How did the interviewer's use of reflective listening contribute to creating a safe and supportive environment for the interviewee?
- How did the interviewer's use of reflections foster a collaborative and non-confrontational atmosphere in the conversation?
- How might reflective listening be beneficial in helping individuals identify and overcome barriers to change or personal growth?
- What did you learn about reflective listening in this conversation that you could apply to your own work?

Summaries

- How did the interviewer use a summary to tie together various aspects of the conversation and create a cohesive narrative?
- How did the interviewer's use of a summary contribute to the overall structure and flow of the conversation?
- How did the interviewer's summary guide the interviewee toward identifying potential solutions or action steps?
- How did the interviewer use a summary to reinforce the interviewee's autonomy and self-direction in the process of exploring their goals?
- How might summaries be helpful in assisting individuals to make positive changes in their lives?
- What did you learn about summaries in this conversation that you could apply to your own work?

Spirit/PACE

- What aspects of the conversation stood out to you as particularly effective in fostering a collaborative and supportive atmosphere?
- Were there any moments in the conversation where you felt the interviewer displayed empathy and understanding? How did this impact the overall tone and direction of the discussion?
- In what ways did the interviewee's autonomy and self-direction play a role in the conversation? How did the interviewer support and encourage this autonomy?
- How does the Spirit of Motivational Interviewing align with your values and beliefs about effective communication and helping others make positive changes in their lives?
- What did you learn about the Spirit of MI in this conversation that you could apply to your own work?

Importance/Confidence Ruler

- How did the interviewer use the importance/confidence ruler in the conversation to assess the interviewee's motivation and readiness for change?
- Did the interviewer ask more follow-up questions regarding importance or confidence? Why do you think that is?
- In what ways did the interviewer use the importance/confidence ruler to explore the interviewee's strengths and areas for growth regarding their desired changes?
- How might the importance/confidence ruler assist individuals in increasing their self-awareness and motivation to pursue positive changes in their lives?
- What did you learn about importance/confidence rulers in this conversation that you could apply to your own work?

Unknown/General MI

- How did the Motivational Interviewing approach differ from traditional methods of communication you've seen before?
- In what ways did the conversation align with the principles of Motivational Interviewing? Were there any instances where it may have deviated from these principles?
- What techniques or strategies did the interviewer use that you found inspiring or valuable?
- How might Motivational Interviewing be beneficial in helping individuals identify and overcome barriers to change or personal growth?
- What did you learn from this Motivational Interviewing conversation that you could apply to your own work?