W-2 Case Management: Participant Motivation for Change

Purpose:

This session will cover the skills and practices necessary for a person-centered approach to W-2 case management that draws out and strengthens participant motivation for change.

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

- Define key concepts of Motivational Interviewing applicable to W-2 case management
- Apply the Motivational Interviewing "OARS" model in a case management setting
- Identify and encourage "Change Talk" from W-2 applicants and participants
- Use tools and strategies of Motivational Interviewing in W-2 case management

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W-2 Contact Information

Questions regarding this training material should be directed via your local agency process to the Partner Training Team,
Email: PTTTrainingSupp@wisconsin.gov
A contact person is available to answer e-mailed questions related to this training material, assist you in completing any activity that you are having difficulty with, and/or provide explanation of anything else about this training material.

Questions regarding W-2 production cases and systems should be directed via your local agency process to the W-2 Help Desk at:
Email: DCFW2CARESHD@wisconsin.gov
Telephone: (608) 422-7900.
W-2 Policy questions should be directed to your Regional Office staff.

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

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

Case Management and Change

Case management in the W-2 program is about helping participants make changes in their lives. We try to assist participants in moving from where they are now to where they want to be.

Dr. Beverly Ford, in her book *Making Case Management Work*, identifies case management as providing "...an organized, structured process for moving participants through the process of change..."[1] It involves teaching skills that can give participants the ability to make change happen, connecting them with resources that make change more achievable and tapping into the factors that motivate change.

The last part can be the most challenging. You can teach skills and share resources with participants over a long period of time, and change still may not happen. Although motivation is a critical factor in successful behavior change, you cannot create it in someone.

Notes on Dr. Ford's video:

Dr. Ford contends that your job in case management is to find the motivation in your participants. For some participants, that can be a fairly direct proposition. For others, it is a challenge!

Motivation

Dr. Ford defines motivation as "...those forces that can push us to leave the comfort of what we know to venture out into the unknown."[2] What influences those forces is different for everyone. Some may be motivated by money or the lack thereof. Others may find motivation in wanting to care for their children or wanting to be successful. There is no single motivational factor that works for every individual or every situation.

[1] Ford, Dr. Beverly O. (2002). *Making Case Management Work: Empowering People for Change, 2nd ed.* Macon, GA: ASM Associates, p. 4
[2] Ibid., p. 14

You are trying to assist individuals to make change in their lives. Many times, even if people clearly understand the reasons why they should change, the benefits of making a change or the consequences of not making a change, they still may be resistant. Resistance may be obvious, and they may express it openly to you. Debating with that kind of resistance most often is futile.

Other times, you may encounter individuals who claim to want to make a change, yet who consistently fall short of achieving their goals or make excuses for not changing. They may not be openly hostile to change, but they are ambivalent. Ambivalence is defined as having simultaneous, conflicting feelings. They are "on the fence," so to speak. They may agree that change is beneficial or even needed, but not strongly enough to actually make the change in their behavior. Their ambivalence is a barrier to change.

Change happens when motivation is strong enough to overcome resistance or ambivalence. An important part of your case management process is to help participants resolve ambivalence and discover what truly motivates them.

Traditionally, we have tried to impart motivation to people. This approach can be broken down into four common categories:

- "Insight" - If we can just make them see it our way, they will change.
- "Knowledge" - If people just know enough, they will change.
- "Skills" - If we can just teach people how to change, they'll do it.
- "Suffering/Fear" - If we can make people feel badly enough or scare them enough, they will change.

Although some individuals may respond to these strategies some of the time, often the net effect is the opposite of what was intended. Resistance to change actually increases.

Researchers developed this representation of a hierarchy of motivation.[1] It is shown as a pyramid, with the most effective motivation (the most likely to produce lasting change) shown at the top. Although the factors in the lower part of the pyramid may motivate change some of the time, the greater possibility for lasting and meaningful change lies at the top.

External (Extrinsic) Motivation

External motivation comes from sources outside the individual. Examples of external motivation factors are:

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Although external motivators sometimes may produce results, the efforts required are difficult to sustain. Change may be temporary. The individual soon finds that s/he is not getting personal satisfaction from making the change and reverts to his/her previous behaviors.

Attempts to use external motivation in case management can be perceived negatively by participants. It often will result in the person becoming even more strongly opposed to change. This is called the "Paradox of Change." Briefly, the “Paradox of Change” states that the more a "change agent" (in our world, a Case Manager), tries to persuade, coerce or reason an individual into making a change, the more strongly the change will be opposed.

[1]Brown, K.W., and Ryan, R.M (2004). Fostering healthy self-regulation from within and without: A self-determination theory perspective. In P. A. Linley & S. Joseph (Eds.). *Positive Psychology in Practice,* pp. 105-124. New York: John Wiley & Sons.

Internal (Intrinsic) Motivation

When trying to assist an individual in making change in his/her life, a much greater degree of success can be achieved if the case management approach keys in on the individual's internal motivations. Every participant comes through the door with some built-in motivational factors. Our job is to help participants discover them. Examples of internal motivators are:

-
-
-
-
-
-
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Change driven by internal motivators is much more likely to be sustained. It has the advantage of being linked directly to the individual's values. It truly comes from within him/her and is his/her own "idea" instead of someone else's.

The W-2 program has some built-in external motivators, such as payment reductions for non-participation and loss of eligibility for non-cooperation with job search requirements.

When these built-in motivators aren't enough to motivate change, what can you use to try to tap into participants' internal motivation? You can incorporate elements of "Motivational Interviewing" into your case management approach.

An Example - Part One

For this exercise, please identify a change (in some behavior) that you personally are considering making in your life. Think about something that you....

- Want to change
- Need to change
- Should change

...but that you haven't done anything about yet. In other words - something you are ***ambivalent*** about.

You will be paired up with a partner. (This is just between you and your partner; you will not be obligated to share any details.) One of you will be the speaker, and the other will be the Case Manager. When the trainers tell you to begin your conversation - here's what you should do.

Speaker Role:

Share the change you are considering.

Case Manager Role:

Do these four things in this order:
1. **Explain** why the speaker should make this change.
2. **Provide** at least two specific benefits that would result from this change.
3. **Tell** the speaker how s/he could make the change.
4. **Emphasize** how important it is for him/her to make the change.

The trainers will tell you when to stop and change roles so both of you have a chance to experience both sides of this conversation.

So.... how did this conversation feel from the Speaker's perspective?

In what ways might this reflect traditional approaches to case management?

(P.S. - This is NOT Motivational Interviewing.)

An Example - Part Two

This time, again you each will have a chance to be the speaker and the Case Manager, but we're giving the Case Manager different directions.

Speaker Role:

Discuss the change you are considering.

Case Manager Role:

Listen carefully, with the goal of understanding the speaker's dilemma.

- Give NO advice!
- Ask these questions, and listen with interest:
    - Why would you want to make this change?
    - How might you go about it in order to succeed?
    - What are the two best reasons to do it?
- Offer a short summary of the speaker's motivation for change, then ask: "So, what do you think you'll do?" and just listen.

The trainers will tell you when to stop and change roles so both of you have a chance to experience both sides of this conversation.

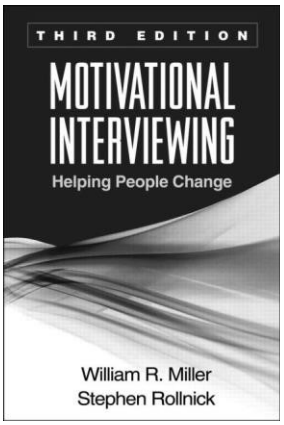
So.... how did this conversation feel from the Speaker's perspective?

What was different this time around?

(P.S. - This incorporates some elements of Motivational Interviewing.)

Motivational Interviewing (MI)

Motivational Interviewing, commonly referred to as "MI," is an approach used by practitioners in health care, counseling, education and other arenas that involve working with individuals to help them make changes. It originated in the 1980s through the research and practice of William R. Miller who was working with problem drinkers.



For 30 years, the process has been researched, refined and tested in various settings. Although it is not a guarantee of success, when used correctly, MI has been proven to increase the likelihood of positive outcomes in a variety of settings where the goal is behavior change.

This training session will not teach you everything there is to know about MI. It requires extensive training and regular, evaluated and mentored practice to be proficient in the practice of MI. However, there are MI concepts that you can integrate into W-2 case management.

Definition of Motivational Interviewing

According to "An Overview of Motivational Interviewing," which is available on the MI website (www.motivationalinterviewing.org), MI focuses on finding the motivation for change that is already within an individual.

> *"Motivational Interviewing focuses on exploring and resolving ambivalence and centers on motivational processes within the individual that facilitate change. The method differs from more 'coercive' or externally driven methods for motivating change as it does not impose change (that may be inconsistent with the person's own values, beliefs or wishes); but rather supports change in a manner congruent with the person's own values and concerns."*
>
> *A definition of Motivational Interviewing is:*
> ***"...a collaborative conversation to strengthen a person's own motivation for and commitment to change."***

Motivational Interviewing also has been described as a goal-oriented conversation, focusing on a target behavior with special attention paid to the language of change.

Here are other facts about MI:

- It has been shown in studies to take less time and be more cost effective than other approaches to motivating change.
- It is applicable across a range of behaviors and problems.
- It is a culturally relevant approach.
- It can be used effectively by non-specialists and produce positive results.

MI shifts the Case Manager away from being responsible for "making the outcome happen" to supporting the individual in thinking and talking about his/her own reasons and means for making change happen.

Key Elements of MI

MI is based on three key elements:

- **Collaboration** (not confrontation) - It is a partnership between the Case Manager and the participant. Case Managers build rapport and seek to develop a trust relationship that respects the point of view and experiences of the participant. The Case Manager may not always agree with the participant, but works to respond with empathy, focusing on reaching mutual understanding.

- **Evocation** (drawing out rather than imposing ideas) - Motivation from within the participant is much more likely to produce lasting change. The Case Manager seeks to bring this out rather than impose his/her own opinions by telling the participant what to do and how s/he should do it.

- **Autonomy** (vs. authority) – Ultimately, it is the participants' responsibility to make change happen. When participants are involved in planning and decision making, it becomes more about what they want than what we want for them.

More Than a Checklist

MI is more than a set of practices or a checklist that you use when meeting with participants. It is a way of being with a person. It is centered on the participant, not on the Case Manager or the program. It is a goal-oriented conversation that gets at the participant's own motivation to help move him/her in the direction of change.

Does it work with everyone? No. The truth is that some people are not ready to change, and you can't create motivation where it does not already exist. MI is not a trick or technique, and it is not therapy. It is an approach that has been proven to help people think about change and move from ambivalence to making changes.

MI does not replace the tasks and responsibilities you already do in case management. Some W-2 participants already are very motivated. They have clear ideas about what they want from the program and what their employment goals are. Others, however, may be more reluctant to change. They may acknowledge reasons they should change. They even may be able to tell you things that would be better if they did change, but they are struggling with actually making changes happen. These participants could benefit from case management with an MI approach.

Motivational Interviewing in Action

Listening

The importance of listening cannot be overstated. All other skills associated with Motivational Interviewing build on a foundation of listening. Listening is the beginning of a collaborative case management approach. It is how you start to "meet someone where they are" instead of expecting them to come to you.

> *"A practitioner who is listening, even if it is for just a minute, has no other immediate agenda than to understand the other person's perspective and experience." - Rollnick, Miller and Butler, 2008, p. 66.*

What are some common responses to being listened to?

What can get in the way of true listening?

Before you can apply any other skills of Motivational Interviewing, you must be able to truly listen to someone.

Deep Listening (Not a Role Play!)

For this exercise, you will need to pair up with a partner. One of you will be the **speaker** and the other will be the **listener**.

Speaker:

You need to pick something that you can talk about for at least five minutes. The topic is totally up to you. If you need ideas, you could try:

- What your life was like growing up
- Ways you have changed as a person over the years
- What things you'd like to accomplish over the next 10 years
- How you came into this profession and why you're still doing it

Continue speaking until the trainer tells you to stop.

Listener:

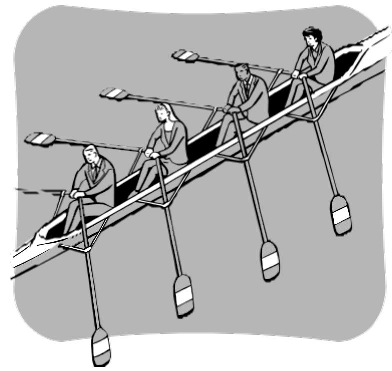
You must listen. Give the speaker your undivided attention. Listen with your eyes, ears and heart. Accept and do not judge. Be curious, but do not interrupt the speaker. Be silent on the inside and the outside as you listen.

You are not allowed to ask any questions! The only words you can use are "encouragers" such as, "I see," "Uh-huh," "Really?" "Go on," "Wow," "Oh," etc.

Keep listening and NOT talking until the trainer tells you to stop.

Debrief Notes:

Getting Your "OARS" in the Water



There is a set of MI skills involved in responding to what people say that is referred to by the acronym "OARS."

O - Open Questions
A - Affirmations
R - Reflections
S - Summarizing

Some of these skills have been part of past W-2 case management trainings.

Open Questions

Open questions are those not easily answered with a "yes" or "no" response. They are more effective at drawing out a participant's perspectives, experiences and knowledge. They invite elaboration and deeper thinking. Open questions encourage participants to be actively involved in the case management process.

This does not mean that closed questions are always bad. They have a place in some of the things we do with people. However, open questions can be more effective at creating forward momentum to help explore reasons for and the possibility of making a change.

Open questions often start with...

- What do you…
- What have you…
- What are the…
- How might you…
- Tell me about…
- Describe your…

Creating Open Questions

Rewrite each of the following questions so it is an open question:

1. Do you want to work?

2. Did you have any job interviews this week?

3. Don’t you want to earn more money?

4. Do you have a back-up plan for child care?

5. Did you call the worksite to tell them you weren’t going to be there?

6. Did you drop out of High School?

Affirmations

Affirmations are statements that notice and appreciate participants' strengths and positive actions. They help build rapport and help the participants see themselves in a different, more positive light. This helps build the belief that change is possible even if the participants have been unsuccessful in the past.

Affirmations may include commenting positively on an attribute or a strength of the participant, a statement of appreciation or "catching" the participant doing something right.

Statements of affirmation may look something like these:
- "It takes courage to face such difficult problems."
- "This is hard work you're doing."
- "You really care a lot about your family."
- "Your anger is understandable."
- "It must have taken a lot of strength to come to us asking for help when you didn't know for sure what we could do."

Affirmation is NOT cheerleading! In practice, cheerleading is empty fluff at best. At worst, it can be just as damaging as confrontation. Statements of affirmation must be genuine, or you run the risk of feeding resistance to change instead of building rapport.

Affirmation Expressions

For each statement below, select a positive aspect and express it as an affirmation.

1. I went to the job interview, but they didn't like me. I know I won't get that job.

2. I won't take my kids to that day care! She smokes on the job, the kids don't get good meals and they don't do anything besides watch TV.

3. Why do I have to go to this workshop? There are three people there that take over the whole thing! All they do is talk about their problems, and none of the rest of us have time to ask any questions.

Reflections

This is possibly the most important skill in MI. Reflections can be thought of as "empathy in action." It may seem like a simple concept, but in practice, it can be challenging.

Your impulse may be to ask questions when working with participants because that is what you've been taught. Questions definitely have their place, but if you're asking the questions, then you're steering the conversation. Using reflections allows you to demonstrate understanding of the participant and gives the participant more control over the direction of the conversation.

Reflection is non-threatening and deepens the conversation with the participant. Studies have shown that people tend to respond better, give more information and are less likely to give false information when a reflective approach to a conversation is used. Good reflection shows the participant that you are listening. If your reflection is a bit off the mark, it also gives the participant a chance to clarify things for you.

A good interaction with the participant will be balanced between questions and reflections.

Steps to forming a reflection:

1. Hear what the person is saying.
2. Make an educated guess about the person's underlying meaning, energy or emotion.
3. Choose your direction (what will you respond to?).
   - Motivations/reasons for change
   - Efforts to change
   - Perceptions of risk for the continued behavior
4. Make your reflection as a statement (not a question).

A reflection can be either **simple** or **complex**. A **simple** reflection involves repeating the same words or rephrasing them slightly.

Simple Reflection Examples:

Participant: "That really made me angry!"
Case Manager: "You're angry."

Participant: "They just fired me. I didn't see it coming at all."
Case Manager: "You were surprised."

A **complex** reflection involves paraphrasing the participant's statements. It is a major restatement that infers a meaning, reflects a feeling or uses a metaphor.

Complex Reflection Examples:

> *Participant*: "They had no reason to fire me. I was doing really good work for them. I needed that job and now I don't know what I'm going to do!"
> *Case Manager*: "You feel like it was unfair."
>
> *Participant:* "No matter what I try to do, it's not getting any better. I'm working harder, more hours, trying my best to do what they need, but I'm still not getting the chance at a promotion."
> *Case Manager*: "You're feeling like you'd have to jump up and down waving your arms to get their attention."

Skillful reflective listening involves doing more listening than talking. Keep your reflections concise and make sure they are statements, not questions. Strive for a balance between simple and complex reflections. Usually, simpler ones will be used first, then more complex ones as understanding increases. Reflections demonstrate your understanding of what has been said. Ultimately, we try to move the conversation forward and reinforce any statements supporting change.

Creating Simple and Complex Reflections

For each statement below, create a simple and a complex reflection.

1. "I'm not sure how I'm going to do this. I need money, but I don't really want to leave my kids and look for work."

Simple Reflection:

Complex Reflection:

2. "I know I could work, but I need an employer who will accept me for who I am. I don't want to have to be someone different just to get a job."

Simple Reflection:

Complex Reflection:

3. "Yeah, I missed a couple of days at the worksite. Stuff happens with the kids and I don't always feel up to going in. Everyone misses once in a while, don't they?"

Simple Reflection:

Complex Reflection:

4. "I need help, but I get tired of people telling me what to do all the time. Just because I need some help to provide for my kids doesn't mean that someone else gets to decide what's best for us."

Simple Reflection:

Complex Reflection:

Reflection Practice

This is a partner activity like the one we did earlier today. One of you will be the speaker and the other will be the Case Manager. This is just between you and your partner; you will not be required to share any details of your conversation.

Speaker Role:
Discuss something you are thinking about changing in your life. Try to respond to the reflection statements with more than just a simple "yes" or "no." Be conversational as it feels natural.

Case Manager:
Respond **ONLY** with reflective listening statements. Avoid questions. Do not offer advice or try to problem-solve. Continue this for three minutes. The trainers will tell you when the three minutes are done.

After the initial three minutes has ended, you will switch roles and continue for another three minutes.

Suggested stems for reflections:

- It sounds like you...
- It seems to you that...
- From your point of view...
- For you, it’s a matter of...
- You mean that...
- You're wondering if...
- You're feeling...
- You must be...
- So you...

Summarizing

Summarizing is like "Super Reflection." It is a recap of all or part of what has been said in a conversation up to that point. Summaries typically will highlight the participants' stated motivations, reasons for changing and perceptions of risk for the status quo. Summaries demonstrate the Case Manager's attentiveness and allow for the consolidation of information. Summaries can be very useful for shifting attention or the direction of the conversation.

Create a Summary:

Create a summary of the conversation with your customer using the reflections you created in the earlier exercise.

MI Skills Identification

You will watch an example of an interview with a participant done by a Case Manager who is experienced in MI practice. You will be divided into groups. Each group will be assigned to watch for certain MI skills. Using the MI Skills Identification Sheet that is given to you, count each of the instances you see of the skills you are assigned to watch for. Also, try to keep track of a couple of examples of how the interviewer used that skill.

Change Talk

"Change talk" is the term for statements by the participant showing consideration of, motivation for, or any commitment to change. In Motivational Interviewing, the Case Manager tries to guide the participant to expressions of change talk as the pathway to change.

Research indicates that there is a clear link between statements about change and reported levels of success in changing a behavior. In other words, the more someone talks about change, the more likely s/he is to change. We want to encourage change talk.

There are two general categories of change talk, with each element identified by letters of the phrase "DARN CAT."

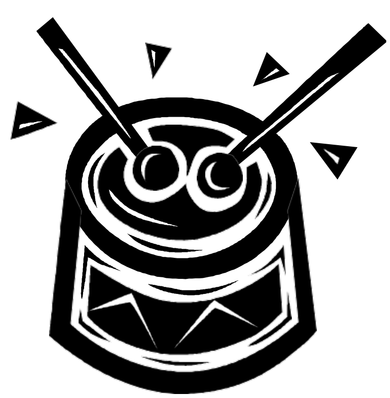
Preparatory Change Talk

D - Desire - "I want to change. I hope to change."
A - Ability - "I could change. I can make change."
R - Reasons - "It's important to change. It would be better if I changed..."
N - Need - "I need to change. I have to change."

Implementing or Commitment Change Talk

C - Commitment - "I will make changes. I'm going to do this."
A - Activating - "I'm ready. I'm willing. I'm prepared to change."
T - Taking steps - "I am taking this specific action to change. I already…"

It is important for the Case Manager to recognize change talk. This is where you find the participant's motivation. When you hear it, don't let it slip by!



Evoking Change Talk

Building on and encouraging change talk is a key to tapping into a participant's own motivation for change. But, what if the change talk is not forthcoming? How can you start it flowing? You actually can ask for it.

Here are some strategies that can help draw out change talk from your participants:

1. **Ask evocative questions.** Use open-ended questions where the likely responses involve change talk.

2. **Explore decisional balance.** Compare the advantages and disadvantages (pros and cons, positives and negatives, however you want to term them).

3. **Try looking forward/looking back.** Either imagine what the participant's life would be like after the change or look back to a time before the current concerns existed.

4. **Query extremes.** What's the best thing that could happen? What's the worst?

5. **Use readiness or confidence rulers. "**On a scale of 0-10, where 0 is not at all ready and 10 is very ready, how ready are you to make this change right now?" "Why would you say you're at a_____and not a 0?" "What would it take to get you from_____to an 8 or a 9?"

6. **Explore goals and values.** How does the continuation of the current behavior fit with the participant's goals and values? Does the possibility of change make a better fit? This is called "developing discrepancy." If s/he is unable to see the mismatch between where s/he is and where s/he wants to be, how likely is s/he to make a change?

The idea of encouraging change talk is to get participants to express their own reasons, desires and perceived need for change. This intrinsic motivation is more likely to help them successfully make a change.

Use Your "OARS"

After you recognize change talk coming from your participant, you need to respond to it. Remember the "OARS" of MI. In responding to change talk, you want to use those same skills.

O - Open Questions: ask for more detail, encourage elaboration
A - Affirmation: comment positively on the statement
R - Reflection: reinforce the change statement
S - Summarizing: collect the change talk statements and offer them back in a summary

Responding to Change Talk

In this activity, a group of 4 people will practice responding to change talk.

Start with a **Speaker** who will share a change talk statement.

The other three people in the group will respond in this order:

First Person: Ask for elaboration ("Tell me more...") from the **speaker** (and the **speaker** will be given time to elaborate).

Second Person: Offer an affirmation to the **speaker** (and the **speaker** will have time to respond to the affirmation)

Third Person: Offer a reflection to the **speaker** (and the **speaker** will have time to respond to the reflection)

Then you will rotate roles in your group until all members of the group have done each function.

Sustain Talk

The opposite of change talk is sustain talk. Some call it pushback, resistance or denial. This is an indication of a participant's desire to keep on doing what s/he has been doing without changing. The Case Manager's response may lead to stronger resistance. This can have damaging effects on the relationship with the participant.

When a participant is arguing in favor of the status quo, a significant barrier to change exists. The best approach is to "roll with the resistance." In order to do that, Case Managers need to avoid these common pitfalls in responding to sustain talk:

- **Don't push back**
- **Avoid arguing**
- **Don't be judgmental or confrontational**
- **Don't try to overwhelm them with reasons to change**
- **Don't try to cheerlead them into change**
- **Don't jump ahead of their readiness to change**
- **Don't discount or ignore their feelings or thoughts**

Effective approaches to dealing with sustain talk, or resistance, include:

- **Use reflections**
- **Find a strength and affirm it**
- **Emphasize participant choice and control**

It is important to note that one possible outcome is discovering that the participant is really not ready to change. That is the importance of autonomy. The participant has the ultimate choice. If s/he chooses not to change, there may be consequences to that choice (in the W-2 world, that could be payment reductions or loss of W-2 eligibility), but the decision is the participant's. Even with MI, you can't *make* anyone want to change.

MI Skill Practice

For this exercise, you will be part of a group of three. Decide in your group who will be the **participant**, who will be the **Case Manager** and who will be the **observer**.

The **participant** and the **Case Manager** each will be given a handout with basic facts about the meeting they are having. Using the facts as the starting point, the **Case Manager** and the **participant** should proceed as though they were having a meeting at the W-2 agency. The **Case Manager** should try to incorporate MI practices into the conversation.

The **observer** will be given the MI Skills Identification Sheet and will count the MI practices that are used by the **Case Manager** as the conversation progresses. **Observers** also should do their best to record examples of each skill used by the **Case Manager**.

Important Points to Remember

Motivational Interviewing is not magic, nor is it the answer for everyone. It is a different way of interacting with people; a goal-oriented style of communication that pays particular attention to the language of change. You may find it useful for getting at the internal motivation of participants by exploring their own reasons for change in an atmosphere of acceptance.

Key words that describe aspects of MI include:

- Empathy
- Collaboration
- Respect
- Evocation
- Accepting
- Autonomy

Additional Information and Training about MI

The third edition of *Motivational Interviewing: Helping People Change* is now available. William R. Miller and Stephen Rollnick begin with a thorough overview of the spirit and method of MI and continue with step-by-step guidance on MI processes, along with examples of communication skills. The book can be purchased wherever books are sold as well as directly from the publisher at www.guilford.com.

The official Motivational Interviewing website, www.motivationalinterviewing.org, also has a number of informational and training resources.

If you are interested in exploring options for additional training in Motivational Interviewing for you or your agency, sessions are offered periodically through the UW-Madison Department of Continuing Studies. You can get scheduling and cost information at www.dcs.wisc.edu/pda/mental-health/motivational-interviewing.htm

Resources Used in Creating this Course:

Beisser, Arnold, M.D. (1970). *The Paradoxical Theory of Change* (part of Gestalt Therapy). Available at http://www.gestalt.org/arnie.htm

Brown, K.W. and Ryan, R.M (2004). Fostering healthy self-regulation from within and without: A self-determination theory perspective. In P. A. Linley & S. Joseph (Eds.). *Positive Psychology in Practice,* pp. 105-124. New York: John Wiley & Sons.

Caldwell, Scott, MA CSAC, MINT Trainer (2010). *MI Training Materials.* Madison, WI: Wisconsin DHS, Bureau of Prevention Treatment and Recovery, Integrated Services Section.

Ford, Dr. Beverly O. (2002). *Making Case Management Work: Empowering People for Change, 2nd ed.* Macon, GA: ASM Associates. Available at http://www.asm-associates.com/handbook.htm

Miller, William R. and Rollnick, Stephen. (2012). *Motivational Interviewing: Helping People Change, 3rd ed.* NY: Guilford Press.

Motivational Interviewing website: www.motivationalinterviewing.org

An Overview of Motivational Interviewing. Compiled from various sources, available at www.motivationalinterviewing.org

Rollnick, Stephen, Miller, William R., and Butler, Christopher C. (2008). *Motivational Interviewing in Health Care: Helping Patients Change Behavior.* NY: Guilford Press.

Appendix
The Case Management MI Toolkit

The following pages are taken from the Motivational Interviewing website, www.motivationalinterviewinging.org. They include examples of tools you can use with the concepts we have been discussing and practicing today.

Opening Strategies

The goal at the beginning of a session is to engage the participant while creating a respectful and productive atmosphere to discuss change.

Taking time to plan your opening statement for a meeting, especially with a new participant, can be valuable. Try to incorporate strategies of MI in your statement.

- Identify yourself and what you do
- Share the purpose of the meeting
- Give an idea of how long the meeting will take
- Assure confidentiality
- Ask open-ended questions
- Share responsibility for the direction of the conversation
- Offer choices

The following strategies can be useful as you begin your session:

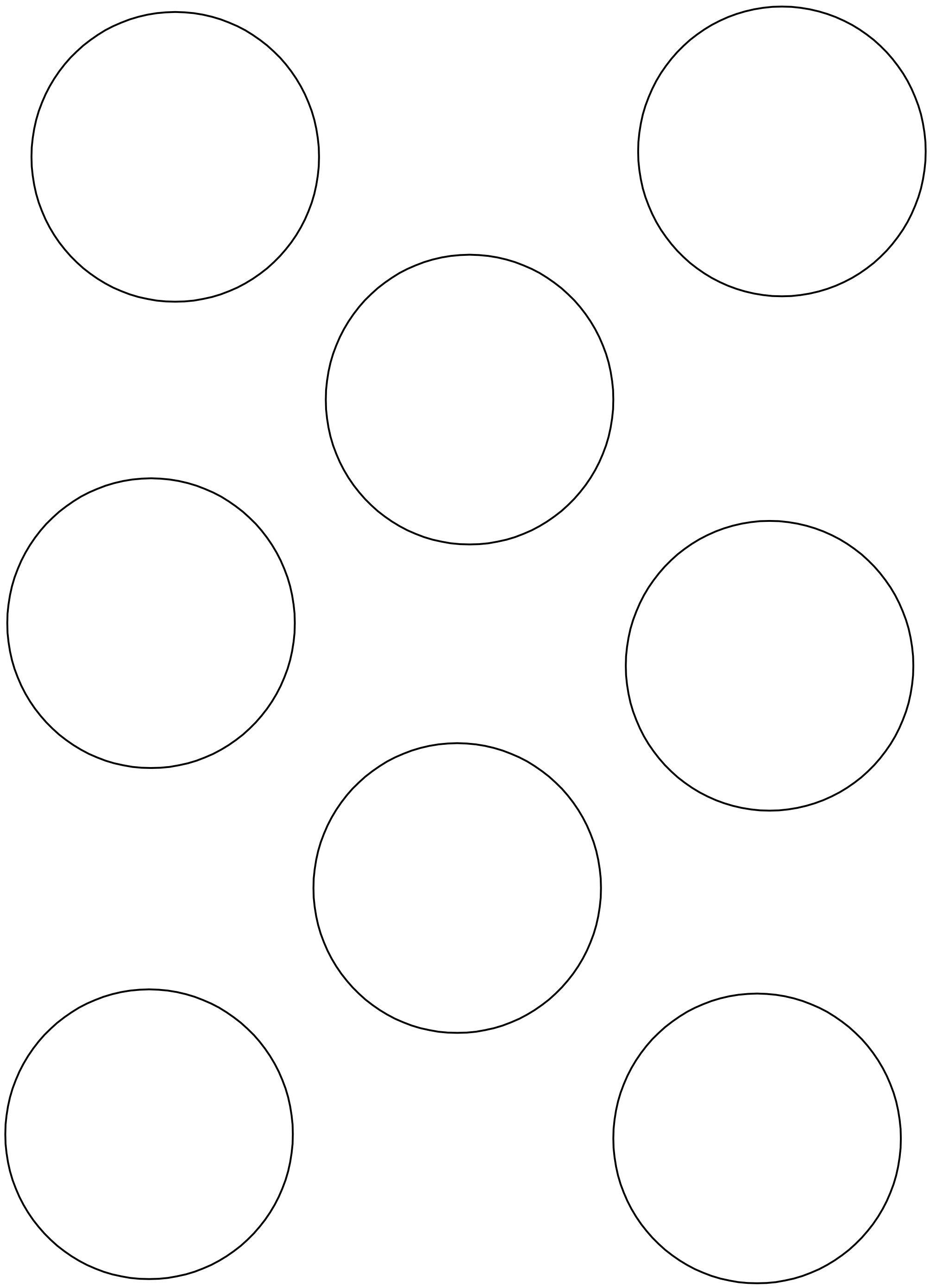
- Be prepared with 2-3 open questions to find out the participant's general perspectives, view points, or progress.

- Be ready to listen and offer as many reflections as questions. If the participant's situation has been particularly difficult or stressful, express empathy.

- If there is an agreed-upon target behavior, transition into it with permission (e.g., "Would it be okay if we talked about how it's going with your job search?").

- If the focus of the meeting is unclear (i.e., no target behavior), you may want to initiate – with the participant's permission – **Agenda Setting**.

Agenda Setting



Pros and Cons

May I ask you some questions about your experiences with_________________?

What are some of the good things, or "pros" of________________?

1.

2.

3,

4,

5.

What else?

What are some of the not-so-good things, or "cons" of___________?

1.

2.

3,

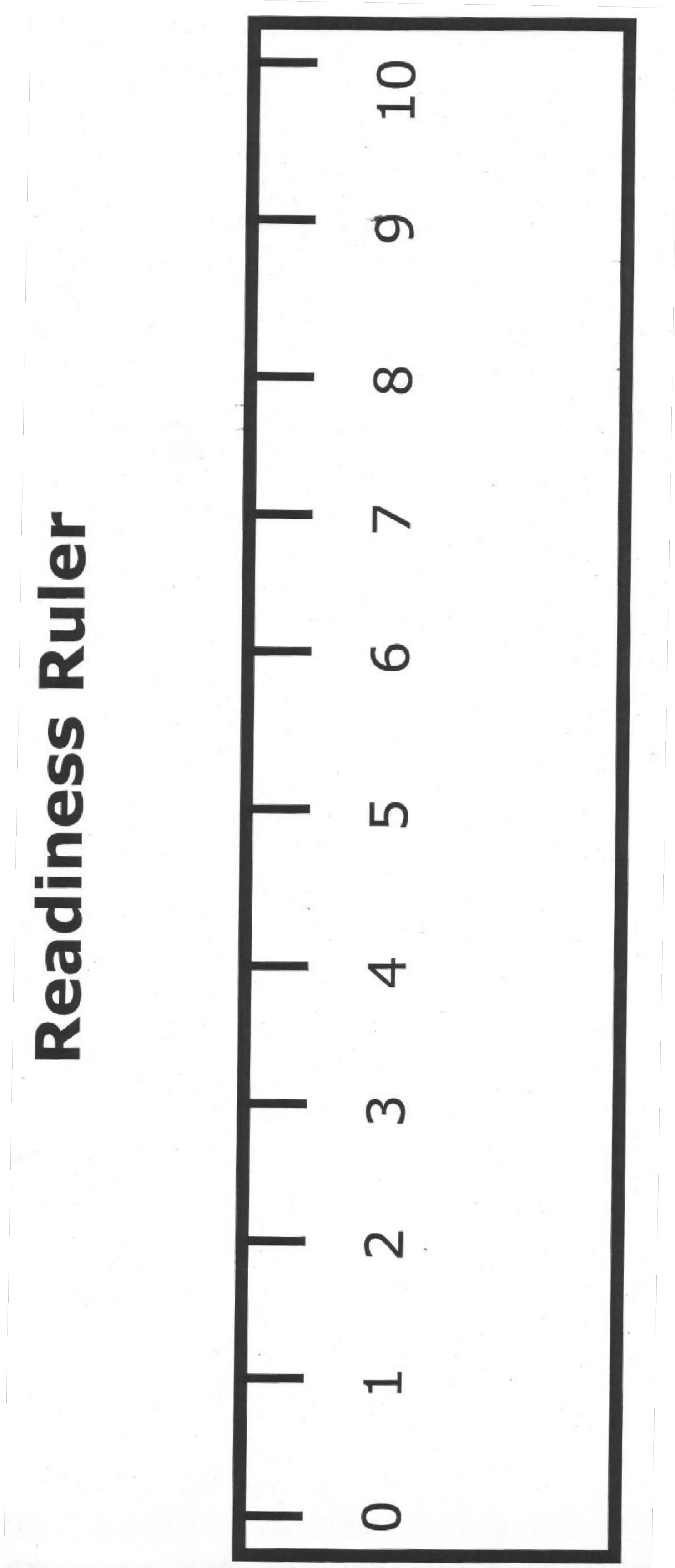
4,

5.

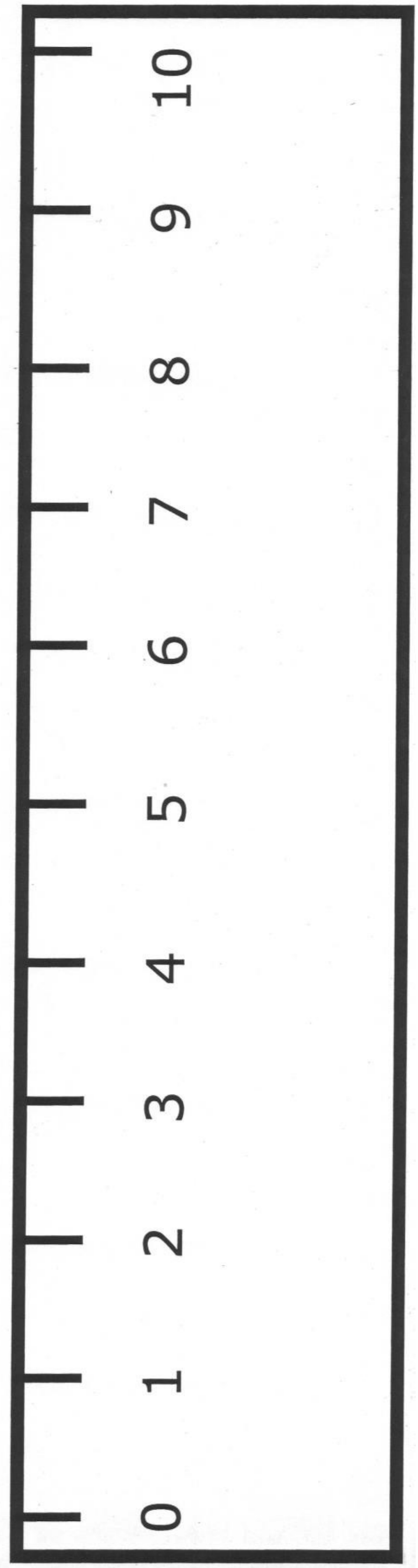
What else?

Summarize the participant's pros and cons.

So, where does this leave you?


Readiness Ruler
0 1 2 3 4 5 6 7 8 9 10

Confidence Ruler



Change Plan

Change Goal:
What might get in the way of reaching this goal?
What could you do to prevent these obstacles?
Who would support you the most in achieving the goal?
What would be some good things about achieving the goal?
If the plan gets off track, what might you do?

Providing Information

When practicing case management with an MI approach, use this sparingly.

Consider the **ask-provide-ask** procedure:

1. Ask permission to share.

   "Would it be OK if I shared with you..."

2. Provide the information. This may include:

   - Assessment results
   - Service referrals
   - Information related to the contemplated change
   - Program information (perhaps even policies/mandates)
   - Suggestions on how to navigate a particular system

3. Ask for the person's thoughts and reaction.

   "What are your thoughts on this?"

Case Manager "Cheat Sheet"

Pros of the change	***Cons of the change***

Readiness Ruler

0 1 2 3 4 5 6 7 8 9 10

Change Plan

- Change goal:
- Barriers:
- Strategies:
- Support/Resources:
- Benefits of change:

Confidence Ruler

0 1 2 3 4 5 6 7 8 9 10