

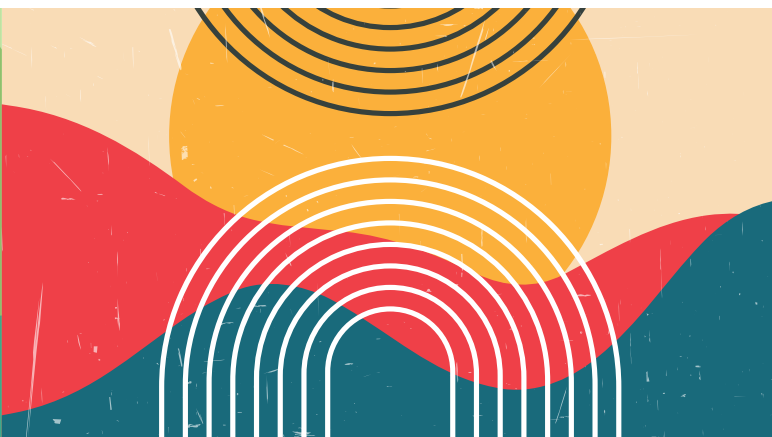


Motivational Interviewing Self-Appraisal

As the interviewer, I...	0 = Not at all 5 = Extremely well
1 Provided a safe, welcoming presence with my words and actions. <i>Example:</i>	0 1 2 3 4 5
2 Engaged with and showed genuine interest in the person, for example, what they enjoy, need, value. <i>Example:</i>	0 1 2 3 4 5
3 Found out and clarified what the person wanted to focus on currently. <i>Example:</i>	0 1 2 3 4 5
4 Helped explore both sides of the person's dilemma , for example, what's working and what's not; upsides and downsides. <i>Example:</i>	0 1 2 3 4 5
5 Avoided trying to fix the problem or get the person to change by advising, confronting, warning, or teaching. <i>Example:</i>	0 1 2 3 4 5

As the interviewer, I...		0 = Not at all 5 = Extremely well					
6	Elicited what might be a few possible reasons to change <i>if</i> the person were to decide to change. <i>Example:</i>	0	1	2	3	4	5
7	Learned about possible ways that they might go about making this change. <i>Example:</i>	0	1	2	3	4	5
8	Asked how important it is at this time for the person to make this change. <i>Example:</i>	0	1	2	3	4	5
9	Asked how confident they feel to be able to make this change. <i>Example:</i>	0	1	2	3	4	5
10	Inquired about what steps , if any, the person might take next. <i>Example:</i>	0	1	2	3	4	5
11	Asked permission before providing information or suggestions . <i>Example:</i>	0	1	2	3	4	5
12	Used the core skills of MI—open questions, affirmations, reflective listening, summaries—throughout the conversation.	0	1	2	3	4	5
13	Consistently demonstrated the spirit of MI through these actions:						
	> Partnership	0	1	2	3	4	5
	> Acceptance	0	1	2	3	4	5
	> Compassion	0	1	2	3	4	5
	> Evocation	0	1	2	3	4	5

Developed by Ken Kraybill based on Miller, W. R. & Rollnick, S. (2013). *Motivational Interviewing: Helping People Change*



Activity: A Guided Conversation across the Four Processes of MI

Instructions: Find a willing partner. The designated interviewer facilitates a 10–15-minute conversation—longer, if you choose—using this template to guide your conversation.

After you conclude, debrief, and discuss together all the things the interviewer did well, and one thing that the interviewer could improve upon. Switch roles, if you wish, and repeat the exercise.

Engaging

Begin with an *open inquiry*: “Please tell me about three core values or goals that are important to you in your life?” [Such as goals or values related to health, integrity, creativity, open-mindedness, competency, family, spirituality, community, autonomy, meaningful work, security, fairness, love, and so on]

Listen, using mostly reflections, affirmations, or supportive statements; please, no closed questions, no problem solving, or advising.

When you feel your partner has had a few opportunities to self-explore and express their perspective regarding the three core values,

summarize your understanding of what you heard. Then ask, “What would you add to that?”

Focusing

Next, you might *ask* this question: “Of these three values, which one would you like to continue talking about together for the next few minutes?”

Evoking

Below are possible inquiries you might use in the *evoking process*. Remember to practice these primary MI skills: *listen, reflect, and affirm*.

- “Tell me more about why this value is important to you.” [Listen, reflect, affirm]
- “In the last month or so, what are a few things that you have been doing to support this value?” [Listen, reflect, affirm]
- “In the last month or so, what have been a few challenges for you in supporting this value?” [Listen, reflect, affirm]
- “How important is it to you to continue making efforts to support this value?” [Listen, reflect, affirm]
- “How confident are you in being *able* to do so, if you choose?” [Listen, reflect, affirm]

Planning

Possible inquiries:

- “What are a few ways that you might consider supporting this value more strongly? [Listen, reflect, affirm]
- “What would be several next steps that you’d be ready to take to support this value?” [Listen, reflect, affirm]
- “Who—or what—would be helpful to support you?” [Listen, reflect, affirm]

Adapted from a guided conversation activity developed by Ali Hall.

Change Talk Activity

Instructions: Below, underline any parts of the program participant statements that sound like *change talk*, including the less obvious statements that only hint at change. This is not an exact science, so don't be concerned about being right or wrong.

- 1 **Interviewer:** Tell me about your drinking.
- 2 **Program participant:** Well, I just love the way it makes me feel. It makes me feel great. I can't really imagine a day without that feeling.
- 3 **I:** It sounds like a day without alcohol would be difficult.
- 4 **P:** Yeah, I don't think I could cope. I mean, I get really stressed by my work, and I need a few drinks to calm down.
- 5 **I:** So, you use alcohol to deal with stress.
- 6 **P:** Yeah, I don't think I'll ever quit drinking. I really don't want to quit and, I mean, what would be the point?
- 7 **I:** You don't see any reason to quit.
- 8 **P:** Yeah, I tell you, just this week I bought a pack of beers from around the world, and I started drinking a different one each day to start out the evening each night.
- 9 **I:** What, if anything, do you not like about alcohol?
- 10 **P:** Well, it certainly costs a lot of money. I mean, I'm sure I could spend the money in better ways.
- 11 **I:** The money is an issue for you. Is there anything else you don't like about it?
- 12 **P:** Yeah, the way I feel when I wake up. I still feel pretty groggy all day at work. I would like to feel a little more clear-headed.



- 13** I: You've been noticing that the grogginess affects your work.
- 14** P: Well, certainly I'm a little more short-tempered than I might be. I really gotta get a handle on that. I mean, I'm a salesperson, so if I'm not patient with the idiots who call up wanting something, then I lose the sale.
- 15** I: So, alcohol has affected your ability to do your job.
- 16** P: Yeah, I guess so.
- 17** I: So, on a scale from 0 to 10, with 0 being *not at all motivated* and 10 being *extremely motivated*, how motivated would you say you are to cut down or quit drinking?
- 18** P: I'd say a 2.
- 19** I: And why not a 0? Why not the lowest possible motivation?
- 20** P: Well, I really want to feel better at work. And I need to make more sales, which means I need to drink less. And things would certainly be better financially if I wasn't spending so much money on alcohol. In fact, I'd say I'm more around a 3 than a 2. I just don't think I can do it; you know? I don't think I can cut down.
- 21** I: So, part of you is not sure you'd be *able* to cut down, and yet another part of you *wants* to cut down, *has reasons* to cut down, and thinks that you *need* to cut down.

Modified from Moyers & Martin, 2005



Change Plan Worksheet

A change I want to make...

The reasons why I want to make this change...

My strengths and skills that will help me be successful...





Change Plan Worksheet

Specific ways that others can assist and support me . . .

Person, program, resource

Ways to assist and support

The next steps I plan to take . . .





Change Plan Worksheet

How I'll know that my plan is working...

Who I'll turn to if I get discouraged...

How I'll celebrate my successes along the way...

Learn more about the Homeless and Housing Resource Center

Providing high-quality, no-cost training for health and housing professionals in evidence-based practices that contribute to housing stability, recovery, and an end to homelessness.

Contact Us: hhrctraining.org | info@hhrctraining.org



Selected Motivational Interviewing Resources

MI Resources on the MINT [Motivational Interviewing Network of Trainers] Website:

<http://www.motivationalinterviewing.org/motivational-interviewing-resources>

MI Learning Activities:

Motivational Interviewing Training New Trainers Manual, 2014. [213-page PDF, allow extra time to download]
http://www.motivationalinterviewing.org/sites/default/files/tnt_manual_2014_d10_20150205.pdf

Changing the Conversation: An Interactive Tool to Build Motivational Interviewing Skills, 2013. [Interactive iBook by Ken Kraybill, Jeff Olivet, Scott R. Petersen, Collin Whelley.]
<https://itunes.apple.com/us/book/changing-conversation-interactive-tool-to-build-motivational/id627539414?mt=11>

MI Podcast Series: Changing the Conversation: <https://thinkt3.libsyn.com/motivational-interviewing-1>

Podcast: “The Power of Motivational Interviewing, with Ken Kraybill.” Podcast #49 hosted by Chris Kresser on *Revolution Health Radio*.
<https://chriskresser.com/podcasts>

MI Blogposts: University of North Carolina Center for AIDS Research Motivational Interviewing Blog at
<https://uncmotivationalinterviewing.wordpress.com>

MI Learning and Demonstration Clips:

“William Miller on Motivational Interviewing” (~ 2 minutes). Trailer for psychotherapy training video.
<https://www.youtube.com/watch?v=a0chqEXb43w>

William Miller discusses the “Righting Reflex” (~ 2 minutes) <https://vimeo.com/18469694>

“The Righting Reflex in Motivational Interviewing” (~ 2 minutes). MI co-founder Stephen Rollnick explains the righting reflex. <https://www.youtube.com/watch?v=17qHqklweYM>

“Motivational Interviewing and Quantum Change, with William R. Miller” (~ 1.5 hours; starts around 8.5-minute mark) <https://www.youtube.com/watch?v=2yvuem-QYCo>

“Introduction to Motivational Interviewing” (~ 17 minutes). Presented by Bill Matulich, topics include the Spirit of MI, the four basic OARS skills, and the processes of MI. <https://www.youtube.com/watch?v=s3MCJZ7OGRk>

“Empathy: The Human Connection to Patient Care” (~ 5 minutes). Cleveland Clinic.
https://www.youtube.com/watch?v=cDDWvj_q-o8

“Motivational Interviewing in Child Welfare Services” (~ 39 minutes). AggieVideo, UC Davis, Information and Educational Technology. http://ats.ucdavis.edu/ats-video/?kmid=0_pcc9au5x

“MI for Busy Clinicians: Mr. Smith’s Smoking Evolution” (~ 10 minutes). Presented by MINT member and physician Damara Gutnick. <https://www.youtube.com/watch?v=0z65EppMfHk>

MI in Dental Practice:

“How NOT to Do Motivational Interviewing in Dental Practice: Addressing Tobacco Use with David” (~ 3 minutes). Presented by Marilyn Herie, The TEACH Project. <https://www.youtube.com/watch?v=SytVckoox4U>

“Motivational Interviewing in Dental Practice: Addressing Tobacco Use with David” (~ 4 minutes). Presented by Marilyn Herie, The TEACH Project. <https://www.youtube.com/watch?v=rFLrDvUexC8>

“Motivational Interviewing in Dental Practice: Emily’s Oral Piercing” (~ 3 minutes). Presented by Marilyn Herie, The TEACH Project. <https://www.youtube.com/watch?v=HMS6acj3Fjw>

Motivational Interviewing with Survivors of Intimate Partner Violence. Three scenarios presented by Stephanie Wahab and the Portland State University School of Social Work.

“Emmy’s First Encounter with an IPV [intimate partner violence] Counselor” (~ 23 minutes)
<https://www.youtube.com/watch?v=P3JUXQ4kkHs>

“Vanessa’s Second Meeting with a Hospital Social Worker” (~ 16 minutes)
<https://www.youtube.com/watch?v=lrnkEQRUyJM>

“Liv’s Fourth Session with an IPV Advocate” (~ 18 minutes) <https://www.youtube.com/watch?v=jxNBQKMW1wg>

Motivational Interviewing in the Vocational Rehabilitation Setting. Featuring two different vocational rehabilitation [VR] centers, these videos produced by Oregon Vocational Rehabilitation follow “William” from intake to his decision to move forward and build a plan for employment, including the steps he commits to taking.

“Engagement at Intake” (~ 11 minutes) <https://youtu.be/Z0mSNm20ZWU>

“Using Agenda Mapping to Focus the Conversation” (~ 12 minutes) https://youtu.be/b4xqR_gzVXo

“Conversation about MI Values” (~ 16 minutes) <https://www.youtube.com/watch?v=0DAncPnGOiw>

“Roadmap to Change Conversation” (~ 18 minutes) <https://youtu.be/ZIEa6UPLufU>

“Change Planning” (~ 15 minutes) <https://www.youtube.com/watch?v=oZmvfMaEPK4>

Motivational Interviewing in the Vocational Rehabilitation Setting. These four videos demonstrate a team intake process and three picture card sorts. These activities generate information about “Mike’s” preferences, strengths, priorities, needs, and concerns that will contribute to a comprehensive assessment and developing a plan for employment. Mike experiences an intellectual and developmental disability.

“Intake with Group Engagement” (~ 17 minutes) <https://youtu.be/RyT6l66jtbl>

Strengths Card Sort Activity Demonstration (~ 13 minutes) <https://youtu.be/EfPTNZdWYE4>

Values Picture Card Sort Activity Demonstration (~ 15 minutes) <https://www.youtube.com/watch?v=miOEme0JL8o>

“Roadblocks Card Sort” (~ 22 minutes) <https://youtu.be/R0JQVpmTWds>