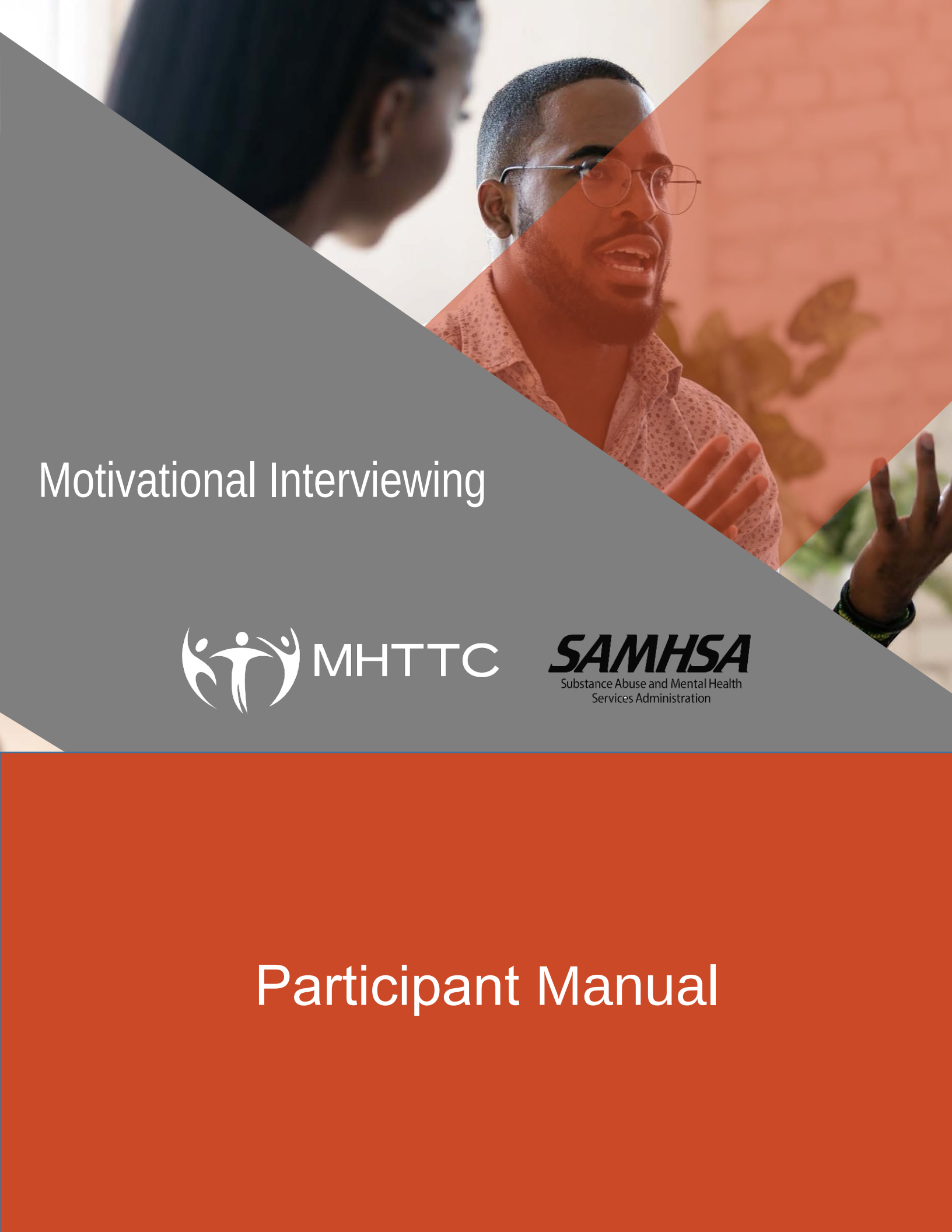




Motivational Interviewing



MHTTC

SAMHSA
Substance Abuse and Mental Health
Services Administration

Participant Manual

Published in 2021 by:

The Northeast and Caribbean Mental Health Technology Transfer Center

Rutgers, the State University of New Jersey
Department of Psychiatric Rehabilitation & Counseling Professions
675 Hoes Lane West
8th Floor
Piscataway, NJ 08854
908.889.2552

Email: northeastcaribbean@mhttcnetwork.org

Website: <https://mhttcnetwork.org/centers/northeast-caribbean-mhttc>

Funded by the Substance Abuse and Mental Health Services Administration Grant
H795M081783

Authors

We would like to thank the following contributors and extend them our sincere appreciation:

Joni Dolce, MS, CRC

Assistant Professor
Project Associate, Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC)
Rutgers, the State University of New Jersey
Department of Psychiatric Rehabilitation & Counseling Professions

Kenneth Kinter, MA

Assistant Professor
Trainer, Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC)
Rutgers, the State University of New Jersey
Department of Psychiatric Rehabilitation & Counseling Professions

Anthony Zazzarino, Ph.D., LPC, ACS, CPRP

Assistant Professor
Trainer, Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC)
Rutgers, the State University of New Jersey
Department of Psychiatric Rehabilitation & Counseling Professions

Ann A. Murphy, Ph.D., CPRP

Associate Professor
Director, Northeast & Caribbean Mental Health Technology Transfer Center (MHTTC)
Rutgers, the State University of New Jersey
Department of Psychiatric Rehabilitation & Counseling Professions

Contributors:

We would like to thank the following contributor and extend our sincere appreciation:

Michelle Drapkin, Ph.D.

Founder and Director CBT Center of Central NJ

Motivational Interviewing Network of Trainers (MINT)

michelle@drdrapkin.com

The material in this manual is based on and modified from:

Miller, W., & Rollnick, S. (2013). *Motivational interviewing: Helping people change*. (3rd ed.). Guilford.

About Us

The Northeast and Caribbean MHTTC serves the New York, New Jersey, Puerto Rico, and the US Virgin Islands, providing training, technical assistance, and resource dissemination to support and enhance the mental health workforce.

Our goals include:

- Enhance awareness, knowledge, and skills of the behavioral health workforce.
- Foster regional and national alliances among diverse stakeholder groups.
- Accelerate the adoption and implementation of evidence-based practices from prevention through treatment and recovery.
- Ensure the availability of high quality training and technical assistance to those in the mental health field free of charge.

Disclaimer

This publication was prepared for the MHTTC Network under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material in this manual, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Northeast and Caribbean MHTTC.

At the time of this publication, Tom Coderre served as SAMHSA Acting Assistant Secretary. The opinions expressed herein are the views of the authors, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this publication is intended or should be inferred.

Electronic Access and Copies of Publication

This publication may be accessed electronically through [weblink](#) on our website)

Recommended Citation

Dolce, J., Kinter, K., Zazzarino, A., & Murphy, A. A. (2021). *Motivational Interviewing: A Training of Trainers - Participant Manual*. The Northeast and Caribbean Mental Health Technology Transfer Center

Table of Contents

Introduction to Motivational Interviewing	6
MODULE 1: An Introduction to Motivational Interviewing	9
MODULE 2: The Spirit of Motivational Interviewing	17
MODULE 3: The Processes of Motivational Interviewing	23
MODULE 4: MI Skills Part 1: Open Ended Questions, Affirmations, and Simple Reflections	32
MODULE 5: MI Skills Part 2: Complex Reflections, Summaries and Combining OARS	42
MODULE 6: Putting it all Together & The Continuum of Change	54
APPENDIX: DARN Ruler	64

Introduction

Training Goals and Objectives

This curriculum contains 6 modules. The goals and objectives of the modules are as follows.

Module 1: An Introduction to Motivational Interviewing

This module provides an introduction to Motivational Interviewing.

By the end of this module, participants will be able to:

1. Define Motivational Interviewing (MI) and its use in behavioral health services
2. Identify the intersection of MI and professional values
3. Describe the role of providers in facilitating change - including examining your own communication styles
4. Recognize the righting reflex and its unintended impacts

Module 2: The Spirit of Motivational Interviewing

This session will focus on the spirit of motivational interviewing.

By the end of this module, participants will be able to:

1. Describe the four elements that make up the spirit of MI
2. Explore how each of the four elements contributes to positive behavior change
3. Reflect on your own individual change process
4. Convey the spirit of MI in your work as behavioral health practitioners

Module 3: The Processes of Motivational Interviewing

This session discusses the structure of motivational interviewing and the processes and methods it uses.

By the end of this module, participants will be able to:

1. Define the four processes of motivational interviewing
2. Differentiate between sustain talk and change talk
3. Practice assessing motivation for change using the DARN-CAT
4. Develop strategies for moving from change talk to planning

Module 4: MI Skills: Open Ended Questions, Affirmations, and Simple Reflections

This module covers the basic interaction techniques and skills used in motivational interviewing.

By the end of this module, participants will be able to:

1. Identify the difference between open and closed ended questions
2. Use open ended questions to help elicit change talk from the person making the change
3. Generate behaviorally specific affirmations
4. Practice using simple reflections

Module 5: MI Skills: Complex Reflections, Summaries and Combining OARS

This module builds on the OARS skills by focusing on complex reflections and summaries. There is also time devoted to practicing putting all of the OARS skills together.

By the end of this module, participants will be able to:

1. Differentiate between types of complex reflections
2. Use complex reflections in a “real” play
3. Describe various types of summaries
4. Demonstrate the use of the combined OARS skills

Module 6: Putting it all Together & The Continuum of Change

This module focuses on bringing together everything discussed so far and connecting motivational interviewing to the continuum of change that people often experience.

By the end of this module, participants will be able to:

1. Identify the elements of the continuum of change
2. Describe the connection between the continuum of change and motivational interviewing
3. Demonstrate how to best support someone in the change process based on place in the continuum
4. Synthesize the spirit, processes, and skills of motivational interviewing

References

- Carkhuff, R.R. (2009). The art of helping. (9th ed.) HRD.
- Drapkin, M. (2020, November) Motivational interviewing training ideas: Applying your MI skills while training [PowerPoint slides].
- Egan, Gerard (2010) The skilled helper (9th ed.). Thomson Brooks/Cole.
- Miller, W., & Rollnick, S. (2013). *Motivational interviewing: Helping people change*. (3rd ed.). Guilford.
- Miller, W. R., & Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions*, 5(1), 3-17.
- Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (1994). *Changing for good*. Harper/Collins.
- Rosengren, D. B. (2009). *Building motivational interviewing skills: A practitioner workbook*. (2nd. Edition). Guilford
- Resnicow, K., & McMaster, F. (2012). Motivational Interviewing: Moving from why to how with autonomy support. *International Journal of Behavioral Nutrition and Physical Activity*, 9(19), <https://doi.org/10.1186/1479-5868-9-19>
<https://healthsciences.org/Infographic-Motivational-Interviewing-Adds-Up>

Resources

MINT – Excellence in Motivational Interviewing - <https://motivationalinterviewing.org/>

Module 1: An Introduction to Motivational Interviewing

This module provides an introduction to Motivational Interviewing.

By the end of this module, participants will be able to:

1. Define Motivational Interviewing (MI) and its use in behavioral health services
 2. Identify the intersection of MI and professional values
 3. Describe the role of providers in facilitating change - including examining your own communication styles
- Recognize the righting reflex and its unintended impacts

Video:

Righting Reflex

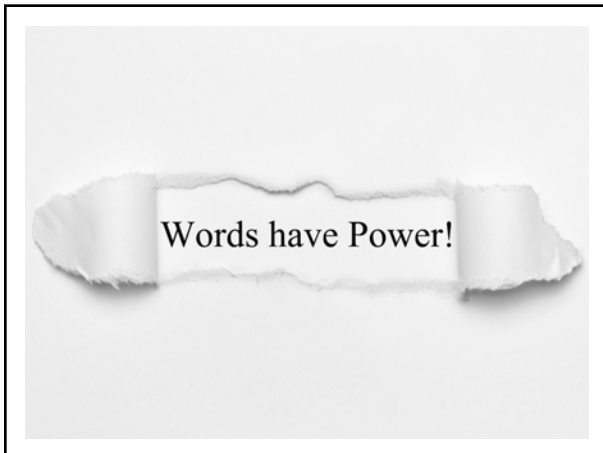
<https://youtu.be/d2t9y5bptz0?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Resource:

<https://www.viacharacter.org/>



1



2



3

Module Objectives

- 1 Define Motivational Interviewing (MI) and its use in behavioral health services
- 2 Identify the intersection of MI and professional values
- 3 Describe the role of providers in facilitating change
- 4 Recognize the righting reflex and its impact

4

Without follow-up, practice and feedback, most practitioners have **0** proficiency in MI after just attending a workshop

Motivational Interviewing is now being taught in over **43** different languages

1200 published studies

MI has been applied and studied for over **30** years

200 clinical trials

5



Motivational Interviewing can be used in a variety of settings.

6

Values

MI is consistent with the goals, values and principles of many helping professions

- Person-centered
- Strengths-based
- Collaborative
- Goal focused
- Positive Focus/Optimism



7



ACTIVITY

My Recent Change

Pair up with a partner.

Talk about a successful recent change you personally made.
Who supported you? How did they help you make the change?

3 minutes each to share

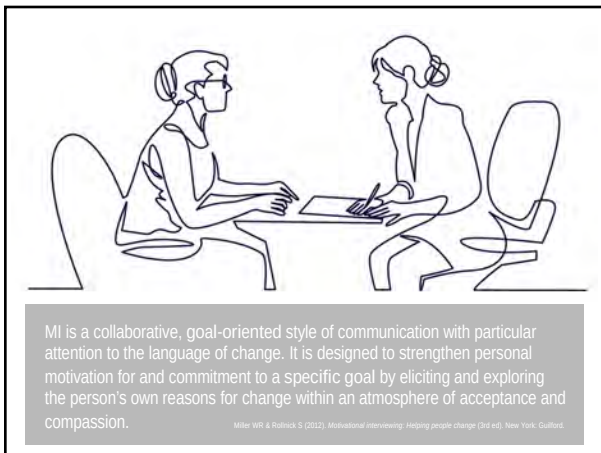
Important: Choose something you feel comfortable sharing with the entire group!

8



“ MI is a collaborative conversation style for strengthening a person's own motivation and commitment to change. ”

9



10



11



12

ACTIVITY

Qualities and Characteristics

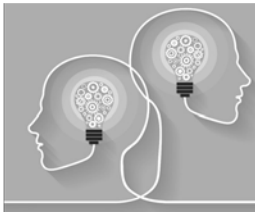
Return to last partner

You and your partner will each have 3 minutes for the following:

Think about the change(s) you discussed earlier with your partner

1. Identify what qualities and characteristics of the person who helped you contributed to your change process.
2. Take notes and write down the qualities and characteristics your partner identifies.
3. Be prepared to share with larger group.

13



Communication Styles

Directing

Guiding

Following

Best For MI

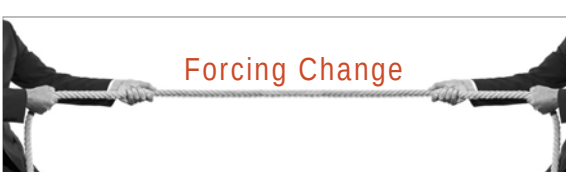
14

Directing, Guiding or Following?

Administer
Prescribe
Encourage
Be with
Shadow
Assist
Collaborate
Advice giving

Direct
Accompany
Observe
Confront
Prescribe
Elicit
Support
Manage

15



Forcing Change

Sustain Talk	Discord
Keeping things the same	A disconnect
Maintaining the status quo	Not moving together towards the same goal
Response to pressure to change	Response to not feeling understood or feeling judged
Indicates	
A shift in approach is needed	
You can help by understanding motivations for change.	

Northeast and Caribbean (H-E) Region 2

MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Righting Reflex

Motivational Interviewing: Training of Coaches

SAMHSA

<https://www.youtube.com/watch?list=PLUDVImM0EE6V0lbp746SdAeSpubPCkVv42Hv3bort08&feature=youtu.be>



SUMMARY
Module 1

Collaborative
Supportive
Conversational
Guiding

1. An approach to help people considering change
2. Strengthens motivation and commitment for change
3. Helps examine ambivalence towards change
4. Develop a guiding style of communication
5. Resist the "righting reflex"

19



Questions?

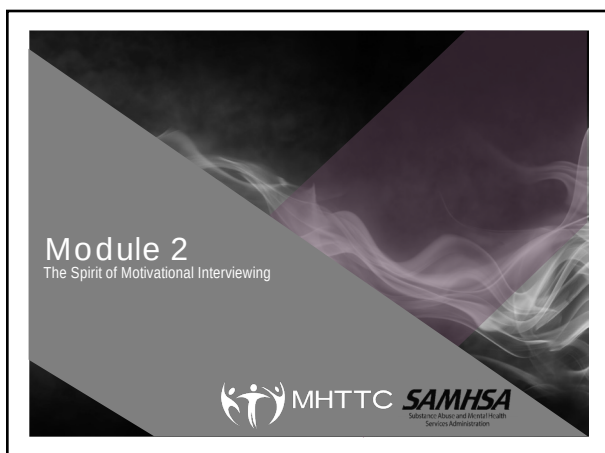
20

Module 2: The Spirit of Motivational Interviewing

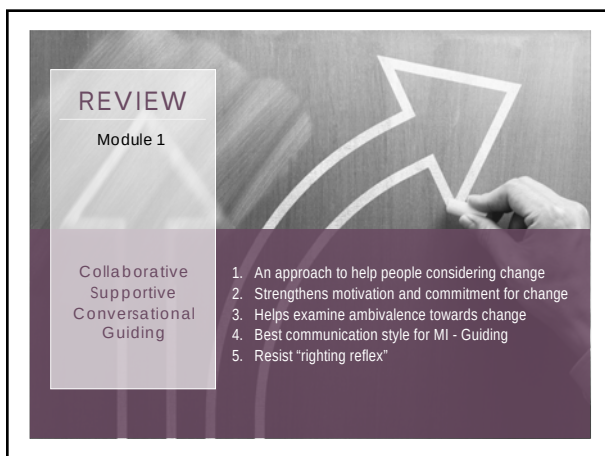
This session will focus on the spirit of motivational interviewing.

By the end of this module, participants will be able to:

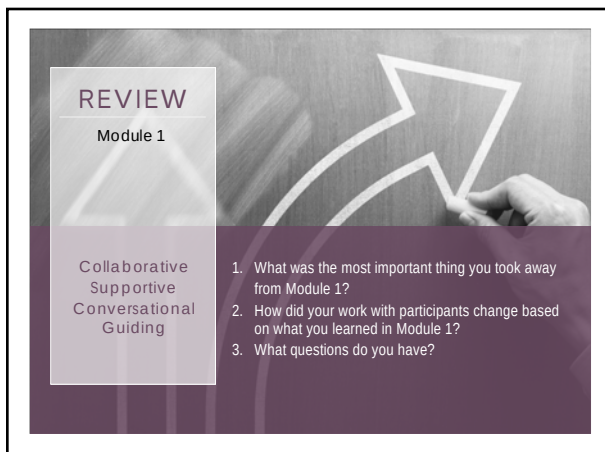
1. Describe the four elements that make up the spirit of MI,
2. Explore how each of the four elements contributes to positive behavior change,
3. Reflect on your own individual change process, and
4. Convey the spirit of MI in your work as behavioral health practitioners.



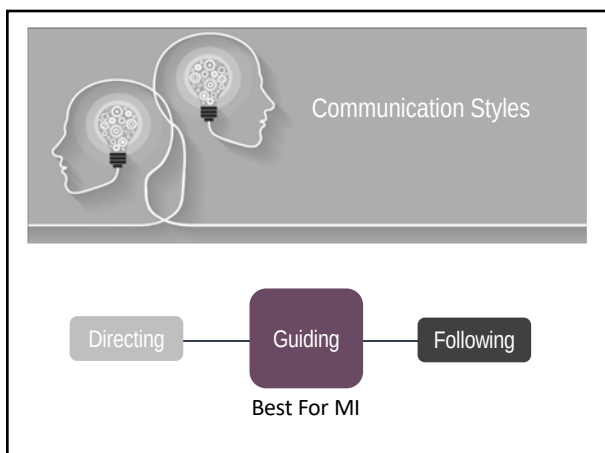
1



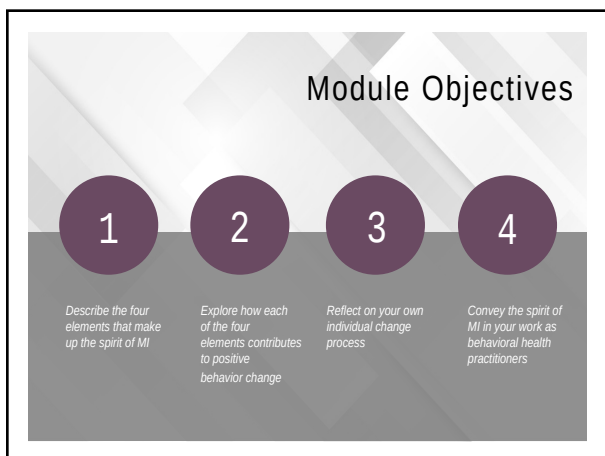
2



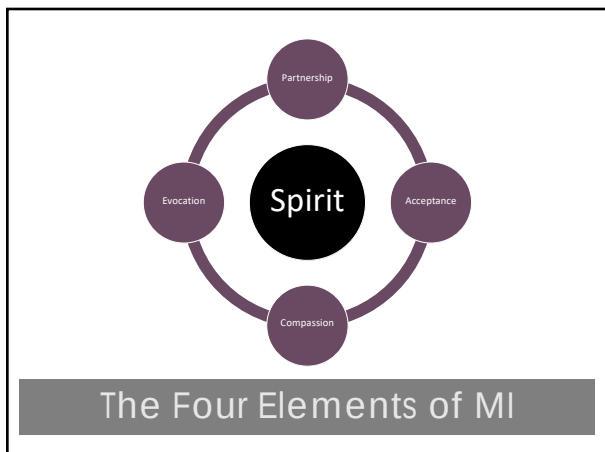
3



4



5



6

ACTIVITY

PARTNERSHIP

Consider the characteristics of the person you identified as supporting the successful change you talked about previously.

Ask:

1. How did this person partner with you?
2. What did it feel like to have the person partner with you?
3. How would you describe the opposite of this partnership?

Share your thoughts with the group.

7



8



9



EVOCATION

“ *You have what you need and together we will find it.* **”**

10

ACTIVITY

Self-Reflection
3 minutes

Independently, think about the following questions and be ready to share with the group.

1. Which element(s) of MI spirit best fits with how you currently work?
2. Which element(s) might pose some challenges to how you currently work?
3. Why might you be interested in bringing all MI spirit elements to your work?

11

ACTIVITY

Taste of Motivational Interviewing
3 minutes
Pair up: 1 Speaker, 1 Listener

Speaker: Identify something about yourself you want to change - something you're ambivalent about.

Listener:

1. Listen carefully with a goal of understanding the dilemma, give NO advice.
2. Ask these questions: Why do you want to make this change? How might you go about it, in order to succeed? What are the three best reasons to do it? On a scale from 0 to 10, how important would you say it is for you to make this change?
Follow-up: And why are you at ___ and not zero?
3. Give a short summary/reflection of the speaker's motivations for change.
4. Ask: "So what do you think you'll do?" and just listen.

12

SUMMARY
Module 2

Partnership
Acceptance
Compassion
Evocation

1. The person making the change is the expert
2. The individual has value, we support their autonomy
3. We work in service of our clients
4. People have wisdom and resources to change

13

Questions?

14

Module 3: The Processes of Motivational Interviewing

This session discusses the structure of motivational interviewing and the processes and methods it uses.

By the end of this module, participants will be able to:

1. Define the four processes of motivational interviewing
2. Differentiate between sustain talk and change talk
3. Practice assessing motivation for change using the DARN-CAT
4. Develop strategies for moving from change talk to planning

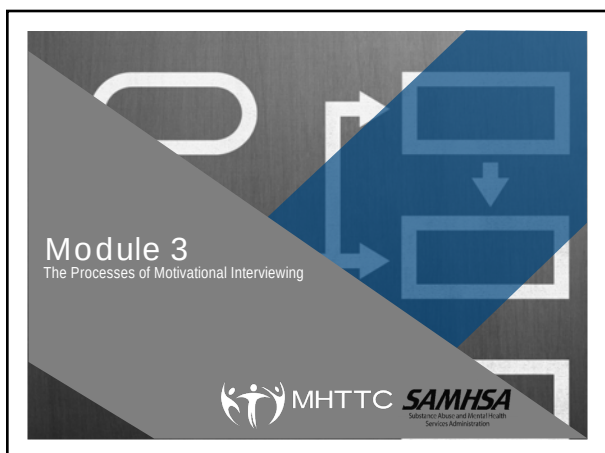
Video:

Focusing In MI

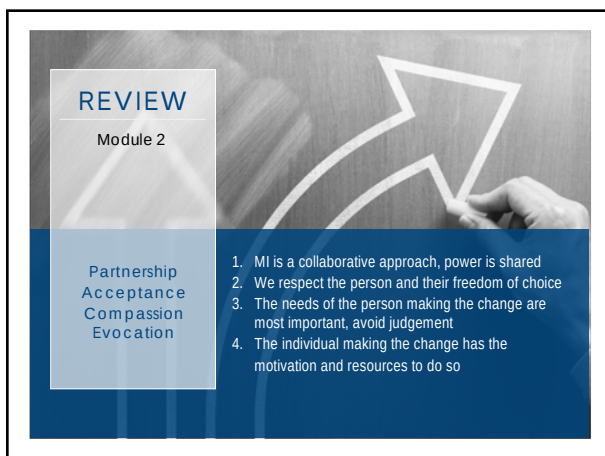
https://youtu.be/3WmsuZ_X8HE?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC

Evoking In MI

<https://youtu.be/lrRKArUyNM4?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>



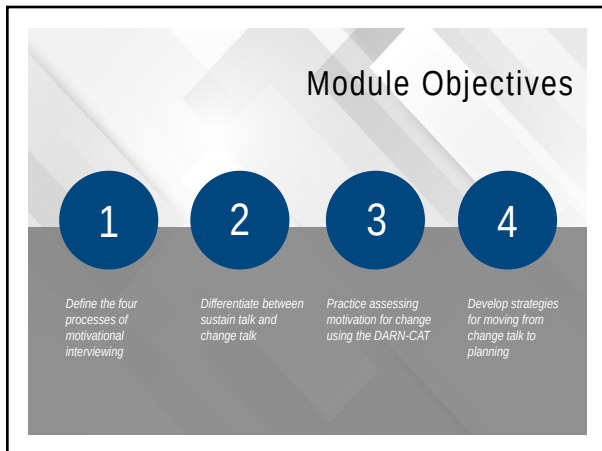
1



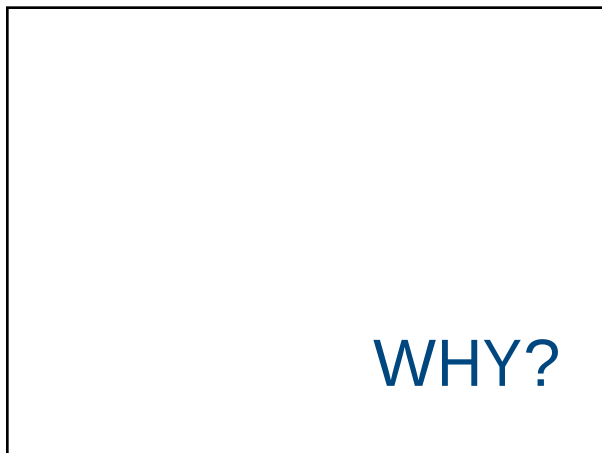
2



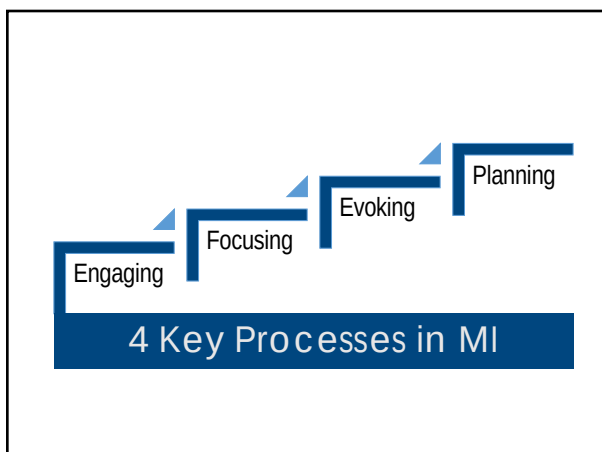
3



4



5



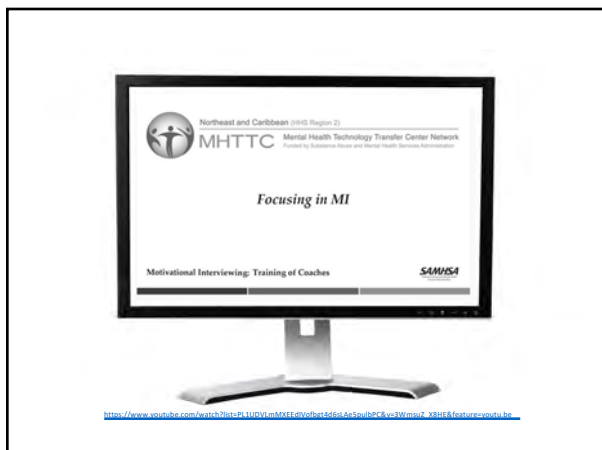
6



7

[illegible]

8



9

Preparatory Change Talk -- DARN

D	Desire to change (want, like to, wish)
A	Ability to change (can, could)
R	Reasons to change (if..then)
N	Need to change (need, have to, got to)

13

Preparatory Change Talk -- DARN

D	I want to reduce my bad cholesterol.
A	I can get a job.
R	If I went back to school, then I could probably get a higher paying job.
N	I've got to get a new job.

14

ACTIVITY

DARN Ruler

One Volunteer

Think about a change you are considering making.

1. Take out the DARN ruler handout.
2. Scale of 1 to 10, with 1 being the lowest and 10 the highest, what is your desire to make the change? (D)
3. What is your ability to make the change? (A)
4. How strong are your reasons for change? (R)
5. How strong is your need for change? (N)

The item with the lowest score may be the area holding you back!

15

Mobilizing Change Talk -- CAT

Builds on Preparatory Change Talk

C Commitment Language

A Activation

T Taking Steps

16

Mobilizing Change Talk -- CAT

Builds on Preparatory Change Talk

C I will submit applications for a new job.

A I'm ready to lose weight.

T I collected applications from stores in town.

17

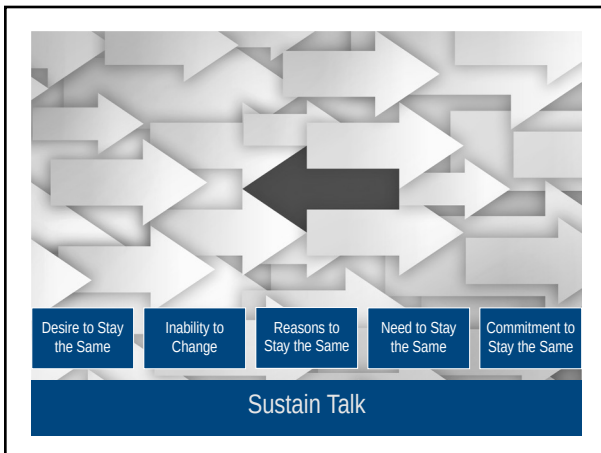
ACTIVITY

Recognizing DARN-CAT Talk

Which part of the DARN-CAT is being conveyed? Why?

1. I think I could quit.
2. I've got to do something about my drinking.
3. I want to recover from my illness.
4. I want to get my kids back, and I can't do that unless I quit drinking.
5. I'd like to have better control of my drinking.
6. I'm going to stop using.
7. I am ready to lose weight.
8. I redid my resume yesterday.

18



19



20

Change Plan

Techniques:

- Ask about the change – “how will this make your life better?”
- Key questions – “what might be the next step?”
- Pregnant pause – allowing person time to think
- Troubleshooting – exploring obstacles and options

Individuals need to be ready to make a change plan.

21

ACTIVITY

Practicing the DARN Ruler

Prior to our next meeting

Identify someone you are working with who is considering making a change or stuck moving forward. Practice using the DARN ruler with them by:

1. Asking what change they are considering
2. Define DARN and what each area means
3. Together go through the DARN process
4. When finished, ask for their reflections

What did YOU learn through the experience? Be prepared to discuss with group next session.

22

SUMMARY

Module 3

Engaging

Focusing

Evoking

Planning

1. MI process follows a logical sequence
2. Each MI step builds on another, there is overlap
3. Build on change talk to enhance internal motivation
4. Notice sustain talk
5. Move individual towards making a change plan when THEY are ready

23

Questions?

24

Module 4

MI Skills: Part 1

MI Skills: Open Ended Questions, Affirmations, and Simple Reflections

This module covers the basic interaction techniques and skills used in motivational interviewing.

By the end of this module, participants will be able to:

1. Identify the difference between open and closed ended questions
2. Use open ended questions to help elicit change talk from the person making the change
3. Generate behaviorally specific affirmations
4. Practice using simple reflections

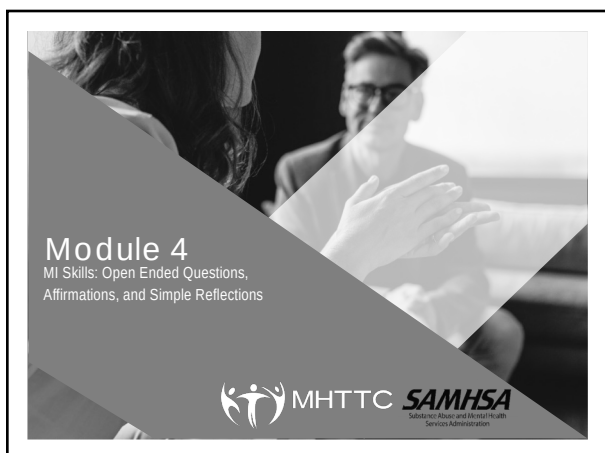
Video:

Open Ended Questions

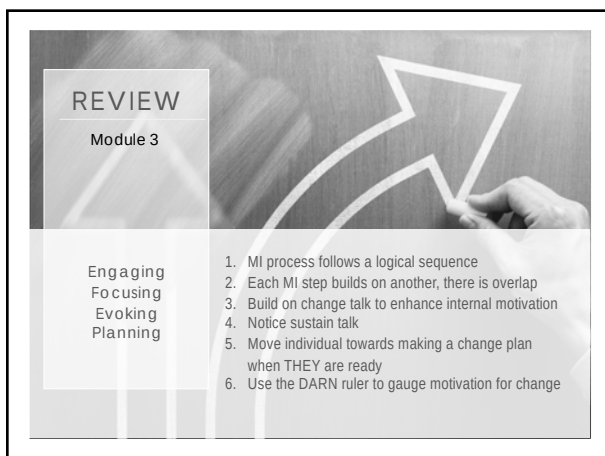
<https://youtu.be/Hip2gP6kSEw?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Simple and Complex Reflections

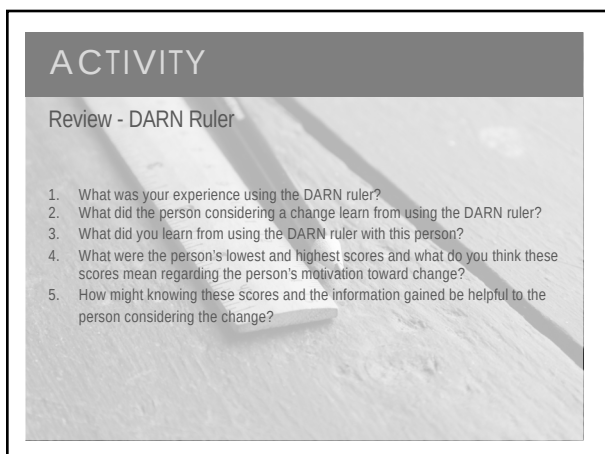
https://youtu.be/TbDG9W_iNTk?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC



1



2



3

Module Objectives

1

Identify the difference between open and closed ended questions

2

Use open ended questions to help elicit change talk

3

Generate behaviorally specific affirmations

4

Practice using simple reflections

4



SOLER

Squaring – Sit facing the person with shoulders squared and towards person
 Open posture – Leave body open to person with arms uncrossed
 Leaning – angle body slightly forward
 Eye Contact – focus on the person, look into their eyes without staring
 Relaxed – Calm your body and mind, be comfortable

5



OARS

O – Open Ended Questions
 A – Affirmations
 R – Reflections
 S – Summaries

6



Closed Ended Questions

Yes, No or Short Answer: *Did you drink this week?*

Not much information is provided

Can feel like an interrogation, puts one on the defensive

7



ORS – Open Ended Questions

Opens the door to a deeper discussion

Leaves broad latitude for how to respond

Example: *What would you like from treatment?*

8



Open-Ended Questions

Motivational Interviewing: Training of Coaches

<https://youtu.be/7i0zP8K5w7w?t=2310?ui=enMTT4enofne4d661AnSpubfC>

9

Examples of Open Ended Questions

Why do you want to make this change?
How might you go about making this change, in order to succeed?
What are the three best reasons to do it?
On a scale from 0 to 10, how important would you say it is for you to make this change? Why are you at __ and not zero?
What do you think you'll do?

10

Be Careful! Don't Ask Too Many Questions!

11


Words
1
Meaning

2


Words
3
Meaning

Places Communication Can Go Wrong

12



“ People don't want to be fixed, they want to be heard. ”

13



OARS - Reflections
 A check to see if you understood correctly
 Allows the speaker to hear what they have shared
 Demonstrates you are listening, builds empathy
 Can reinforce change talk, helps to minimize the righting reflex

14



OARS - Reflections
 State a hypothesis or make a guess about the meaning.
 Form a statement, not a question. It takes practice!
 There is no penalty for missing; the person wants you to understand them!

15

Examples of Reflections

"Sounds like...."
"What I heard you say is...."
"Let me get this straight,...."
"So, if I heard you correctly...."
"You sound"
"So, what you mean is..."

Can you think of others?

16



OARS - Simple Reflections

Goal – show the person you are listening and understand
Repetition – repeating back what you heard using *their* words
Rephrase – repeating back what they said but in *your* words

17



https://www.youtube.com/watch?v=1D6G9W_RtL8&list=PL1U0Zv6MXX1t0y0f0e1d6cA4c8a0p4c

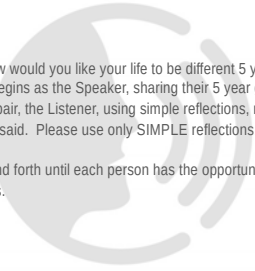
18

ACTIVITY

OARS - Simple Reflections

Pair up with a partner

1. Think about: How would you like your life to be different 5 years from now?
2. One of the pair begins as the Speaker, sharing their 5 year goal.
3. The other in the pair, the Listener, using simple reflections, reflects back what the Speaker has said. Please use only SIMPLE reflections.
4. Switch roles.
5. Continue back and forth until each person has the opportunity to provide 3 simple reflections.



19



OARS - Affirmations

Commenting positively on an attribute or action, encourages relationship building, builds confidence
A statement of appreciation, expression of hope and support

20



OARS – Combining

Combine open ended questions with affirmations to elicit change talk!

21

ACTIVITY

OARS - Affirming Equally

Think about someone you feel positively about.

1. Describe 3 things the person does that you like. Write these behaviors down.
2. Identify at least one affirmation related to the behaviors you identified.

Think about someone you do NOT feel positively about.

1. Describe 3 things the person does that you do NOT feel positively about. Write these behaviors down.
2. Identify at least one affirmation related to the behaviors you identified.

What did you do to create an affirmation for someone you did not feel positively about? Share with group.

It is critical to affirm everyone equally!

22

ACTIVITY

OARS - Practice

Find someone to practice with before the next session

1. Start the conversation with an open ended question. Keep the conversation moving by using simple reflections and affirmations. Use at least 2 open ended questions, 3-4 reflections, and 1 affirmation. Remember to use questions sparingly.
2. After your discussion, ask the person you practiced with to give you some feedback on how they felt during the exchange. Note their response.
3. Briefly note how you felt using these three skills of open ended questions, affirmations, and simple reflections?
4. Bring your notes to the next session to discuss.

23

SUMMARY

Module 4

OE Questions
Affirmations
Reflections
Summaries

1. Open ended questions facilitate sharing, more meaningful discussion and change talk
2. Don't ask too many questions
3. Reflections show you are listening and you understand
4. Reflections provide opportunities for clarification
5. Affirmations acknowledge strengths and encourage change; affirm equally

24



Module 5

MI Skills: Part 2

MI Skills: Complex Reflections and Summaries

This module builds on the OARS skills by focusing on complex reflections and summaries. There is also time devoted to practicing putting all of the OARS skills together.

By the end of this module, participants will be able to:

1. Differentiate between types of complex reflections
2. Use complex reflections in a “real” play
3. Describe various types of summaries
4. Demonstrate the use of the combined OARS skills

Video:

Simple and Complex Reflections

https://youtu.be/TbDG9W_iNTk?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC

Summaries: Collecting, Linking and Drawing Together

<https://youtu.be/TBwxopZzec4?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

OARS Combined

<https://youtu.be/9sbajibgrsq?list=PL1UDVLmMXEEdIVofbgt4d6sLAe5pulbPC>

Module 5
 MI Skills 2: Complex Reflections, Summaries
 and Combining OARS

MHTTC SAMHSA
 Substance Abuse and Mental Health
 Services Administration

1

Review
 Module 4

OE Questions
 Reflections
 Affirmations
 Summaries

1. Open ended questions promote a deeper conversation about change.
2. Simple reflections include repetition and rephrasing.
3. Affirmations identify and comment on a person's strengths. They help build confidence, relationships and alliance.
4. Affirmations focus on specific behaviors.

2

ACTIVITY

OARS - Practice

Find someone to practice with before the next session:

1. Start the conversation with an open ended question. Keep the conversation moving by using simple reflections and affirmations. Use at least 2 open ended questions, 3-4 reflections, and 1 affirmation. Remember to use questions sparingly.
2. After your discussion, ask the person you practiced with to give you some feedback on how they felt during the exchange. Note their response.
3. Briefly note how you felt using these three skills of open ended questions, affirmations, and simple reflections?
4. Bring your notes to the next session to discuss.

3

ACTIVITY

OARS - Practice

Volunteers Needed to Share Experiences:

1. What was your overall experience practicing the skills?

2. How did you feel during the conversation?

3. What were some of the challenges?

4. How did the person you were meeting with respond?

4

Module Objectives

1

Differentiate between types of complex reflections

2

Use complex reflections in a "real" play

3

Describe various types of summaries

4

Demonstrate the use of the combined OARS skills

5

Simple Reflections

Complex Reflections

An iceberg floating in the ocean. The small tip above the water line is labeled "Simple Reflections". The much larger, submerged part of the iceberg is labeled "Complex Reflections".

6



The image shows an iceberg floating in water. The tip of the iceberg, which is visible above the water line, represents the small portion of a person's experience that is easily observable. The much larger portion of the iceberg, which is submerged below the water line, represents the deeper, more complex aspects of a person's experience that are not immediately apparent. This visual metaphor is used to introduce the concept of complex reflections, which aim to address the submerged portion of the iceberg.

Types of Complex Reflections

- Content reflections
- Feeling reflections
- Meaning reflections
- Double-sided reflections
- Amplified reflections

7

Reflecting - Content

Reflecting back what has been shared in your own words.
Conveys you are listening, clarifies your understanding.
Encourages the person to continue speaking.

Reflects only content, not feeling or meaning!

8

Reflecting - Content

Provide a content reflection for each statement below:

"I just don't understand my mom. One minute she tells me to live close to home and the next she says live wherever you want."

"I really want to start applying for jobs, but there are so many things I need to do to get my resume ready."

"I've been thinking about attending a support group, so I looked up some that are available in my neighborhood."

9

Reflecting - Feeling

Conveys a deeper understanding, including the emotional component, body language and tone of voice.

Identify the emotion, then test by sharing a feeling reflection such as, "You feel".

Gauge intensity of feeling. Feeling reflections focuses on emotions felt.

10

Reflecting - Feeling

Provide a feeling reflection for each statement below:

"I've been waiting for over a year to enroll in college and I can't wait!"

"I can't do anything right as far as my teachers are concerned. They return my assignments because they say they're sloppy and incomplete."

"Some co-workers invited me to a party this weekend, but I don't know if I should mix work and fun."

11

Reflecting - Meaning

A guess as to meaning and how it connects to their feelings.

"You feel ____ (feeling word) because ____ (rephrasing content)."

12

Reflecting - Meaning

Provide a meaning reflection for each statement below:

"My mom has been taking me to my job this past month but now she says she doesn't have the time to drop me off every morning."

"I went to visit my sister today in the hospital. We had a great visit. When I went to give her a hug goodbye, she looked in my eyes and started smiling, then crying. I think my stopping by made her happy."

"Work has been extremely hectic this week. I don't think I'll ever be able to catch up."

13

Reflecting – Double Sided

Captures and highlights both sides of a person's ambivalence about change. Demonstrates that you understand their ambivalence.

Double-bind: the person sees both pros and cons of changing and not changing. Use "and", not "but".

"On one hand ____ and on the other hand ____."

14

Reflecting – Double Sided

Provide a double-sided reflection for each statement below:

"I really need a job to pay off my student loans before I get too far behind, but I know I'll just end up quitting or getting fired like all of my past jobs."

"I'm really looking forward to retiring next year. I have some things lined up like a little traveling and watching my grandson, but what else am I going to do all day?"

"I'm not sure I can quit drinking and still settle down and relax in the evenings after a long day. I just feel so bad now every morning after I drink."

15

Reflecting – Amplified

Encourages re-evaluation of what was overstated, encourages one to argue for the opposite.

Intentionally reflects what was said in an exaggerated manner. Can be used to over or under emphasize a point. Helps one see the “other side” of a statement.

“My doctor says I need to go on a diet, but what does he know?”

16

Reflecting – Amplified

Provide an amplified reflection for each statement below:

“My parents keep getting on me to go back to school and finish my degree, but I’m not going to do it just because they say so.”

“I can’t help thinking that once I get married my life will finally be perfect.”

“I can’t quit drinking. This is what my friends and I do together. I’ll be left out if I don’t go to bars with them.”

17



https://www.youtube.com/watch?v=7b0G69W_Rt8&list=PLU0Zv-eMXXtHvYdHf4d6aJd8aUbpC

18

ACTIVITY

Reflections in Combination

In pairs:

1. Think about what you would like your life to look like 5 years from now.
2. Identify the speaker and listener.
3. The listener will ask open ended questions and provide reflections on the topic of what the speaker wants their life to look like in 5 years.
4. The listener may need to use open ended questions, simple reflections, and affirmations before offering complex reflections.
5. Try to incorporate as many of the types of complex reflections as possible.
6. After 4-5 complex reflections, switch.

19

Summaries



Pulls together several pieces of conversation

Highlights important elements of a discussion

Encourages steady and deepening discussion

Can be used to begin the conversation or periodically throughout the exchange

Excellent for transitions

20

Summary - Collecting

Used to collect related information and reflect it back.

Can be used to keep the discussion going.

"Let me make sure I'm understanding what you've shared so far. You're interested in moving into an apartment by yourself, because you've been having difficulties getting along with your roommates and you're also concerned about feeling lonely if you live alone."

21

Summary - Linking

Used to connect or pull together pieces the person has shared at different times.

Great for making connections.

"As I hear you talking today about being afraid to get back into the workforce, I remember when we first met and you expressed your fear about starting the training program you just completed."

22

Summary - Transitional

Brings what has happened so far and transitions to a new task or direction.

"Before we wrap-up our discussion for today, let me summarize what I've heard so far, and you can let me know if I've missed anything. You haven't been feeling well physically and this scares you because several members of your family have had serious health conditions. You think it might be time to see a doctor and that's scary for you."

23

Summary – Double Sided Reflections

Can work in situations where the person is expressing ambivalence.

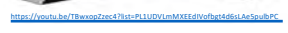


24

REMINDER

-
-
-
-
-
-

25



26



27

ACTIVITY

Putting It All Together

In pairs:

1. Pick a change you have ambivalence about. Pick something you are comfortable in sharing!
2. Identify who will begin as the listener. The listener: Ask an open ended question to get the conversation started. Respond to the speaker using all 4 OARS skills, ending with a summary.
3. The listener can only use OARS skills in their responses.
4. After the listener has used all OARS skills, switch roles and repeat.

28

ACTIVITY

Putting It All Together - Continued

1. Identify one person to practice using open ended questions, affirmations, simple and complex reflections, and summaries.
2. Start out with an open ended question. Keep the conversation moving by using reflections and affirmations. Use at least 2 open ended questions, 4-5 simple and complex reflections.
3. Use at least 1 affirmation, 1 collecting or linking summary, and 1 transitional summary.
4. Note how you felt using the OARS skills.
5. Bring your reflection to next session and be ready to discuss.

29

SUMMARY

Module 5

Complex Reflections
Summaries
Connection
Practice!

1. Complex reflections address connections that are below the surface
2. Summaries pull together pieces of important information and show how they fit together
3. Practice, practice, practice putting it all together
4. Quality of communication will improve

30



Module 6

Putting it all Together & The Continuum of Change

Putting it all Together & The Continuum of Change

This module focuses on bringing together everything discussed so far and connect motivational interviewing to the continuum of change that people often experience.

By the end of this module, participants will be able to:

1. Identify the elements of the continuum of change
2. Describe the connection between the continuum of change and motivational interviewing
3. Demonstrate how to best support someone in the change process based on place in the continuum
4. Synthesize the spirit, processes, and skills of motivational interviewing

Video:

Precontemplation Stage of Change

<https://youtu.be/-wxnNnCfyE?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>

Contemplation Stage of Change

<https://youtu.be/9gmaAzxnpvA?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>

Preparation Stage of Change

<https://youtu.be/K-N1zV9HCiU?list=PL1UEEdIVofbgt4d6sLAe5pulbPCDVLmMX>

OARS Combined

<https://youtu.be/9sbajibgrsg?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>

Action Stage of Change

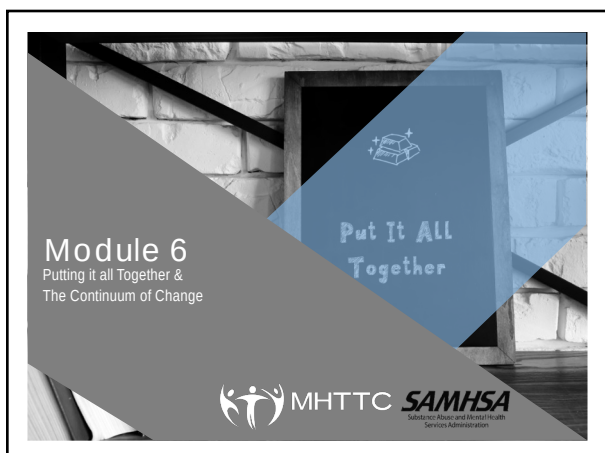
<https://youtu.be/yi63B4Nyg0s?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>

Maintenance Stage of Change

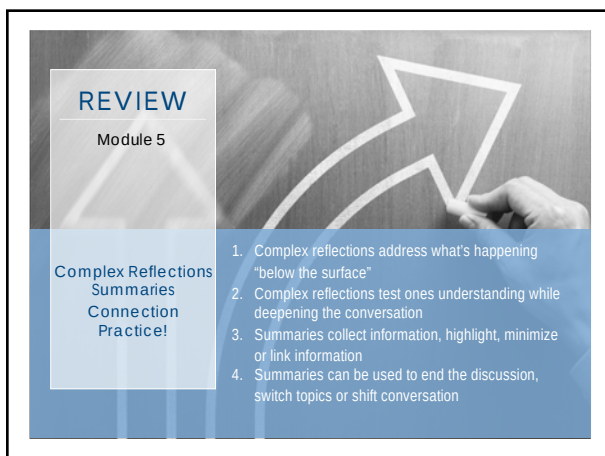
<https://youtu.be/Drjv30vcOIM?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>

Relapse/Recycle Stage of Change

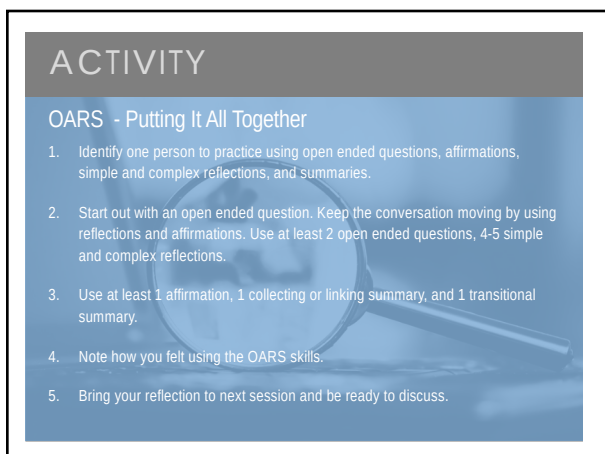
<https://youtu.be/4xhLw0UUrVQ?list=PL1UDVLmMXEEedIVofbgt4d6sLAe5pulbPC>



1



2



3

ACTIVITY

OARS - Putting It All Together

Volunteers Needed to Share Experiences:

1. What was your overall experience practicing the skills?
2. How did you feel during the conversation?
3. What were some of the challenges?
4. How did the person you were meeting with respond?

4

Module Objectives

1

Identify the elements of the continuum of change

2

Describe the connection between the continuum of change and MI

3

Demonstrate how to support someone in the change process based on place in continuum

4

Synthesize the spirit, processes, and skills of MI

5

Pre-Contemplation

Contemplation

Preparation

Action

Maintenance

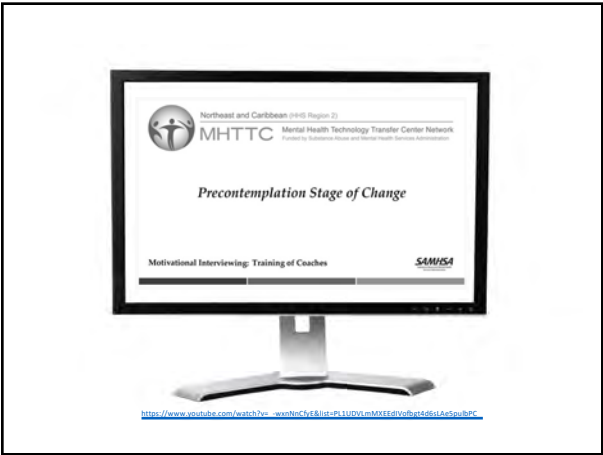
Relapse/Recycle

Continuum of Change

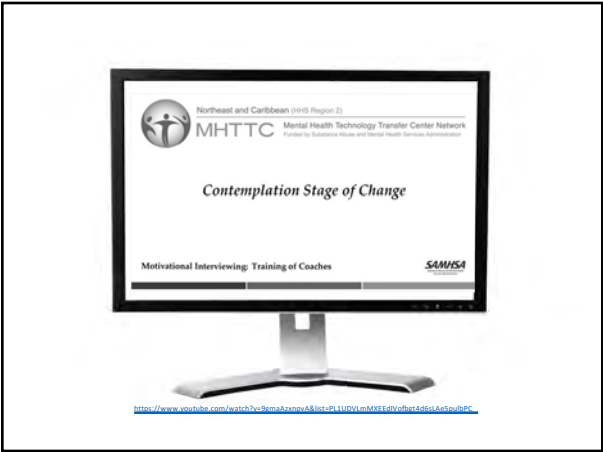
6

Continuum of Change Videos

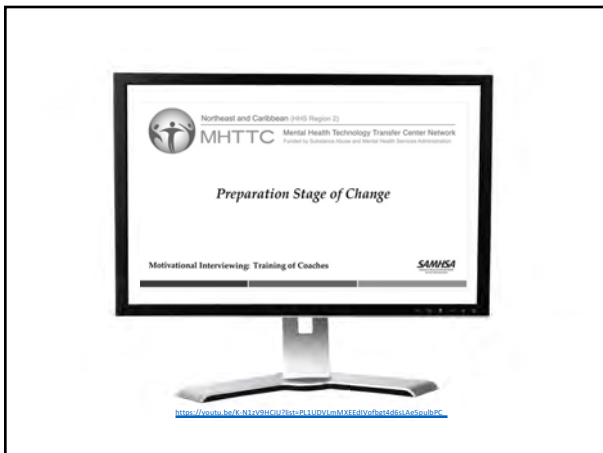
7



8



9



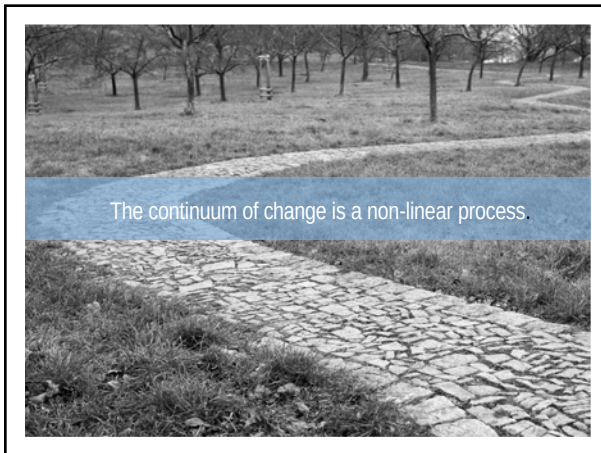
10



11



12

[illegible][illegible]

#1

Isaiah has recently been fired from his job and he is very angry about it. He worked for a number of years and feels like he was terminated for no cause. He blames his co-workers for his termination from this job and several jobs before this one.

He does not want to work on his resume or provide any information about his previous employment. He is not open to talking about his history of getting terminated and the behaviors that have contributed to his getting fired.



16

Questions

1. What is Isaiah's focus or goal for change?
2. Where on the continuum of change do you think Isaiah is? What information indicated this to you?
3. What motivational strategies would you use to support Isaiah with making a change?



17

#2

Nia has been thinking about losing weight. She has been losing and gaining the same twenty pounds for the last five years. She has begun talking with her support worker about going back to the gym.

She has a gym membership but consistently finds reasons not to go. She's either too tired, too busy, or has no way of getting there. However, she has been cooking healthier meals recently.



18



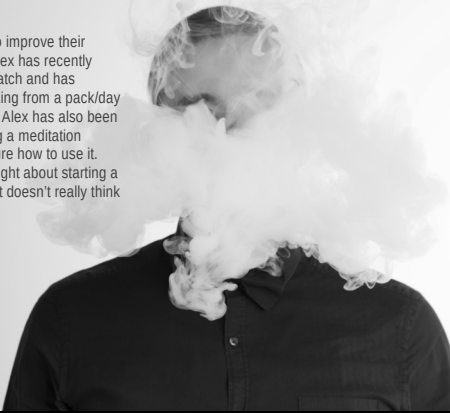
Questions

1. What is Nia's focus or goal for change?
2. Where on the continuum of change do you think Nia is? What information indicated this to you?
3. What motivational strategies would you use to support Nia with making a change?

19

#3

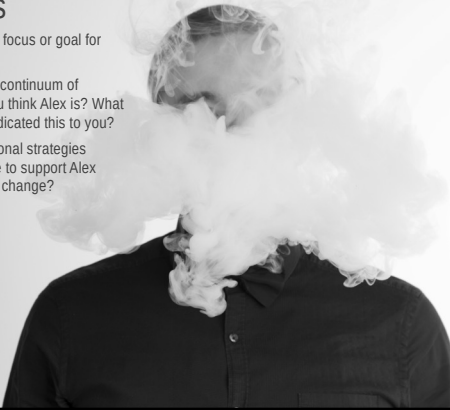
Alex really wants to improve their overall wellness. Alex has recently started using the patch and has reduced their smoking from a pack/day to 5 cigarettes/day. Alex has also been considering starting a meditation practice but isn't sure how to use it. Also, Alex has thought about starting a feelings journal, but doesn't really think it will help.



20

Questions

1. What is Alex's focus or goal for change?
2. Where on the continuum of change do you think Alex is? What information indicated this to you?
3. What motivational strategies would you use to support Alex with making a change?



21



22

SUMMARY

Module 6

Collaboration
4 Processes
OARS
Continuum

1. MI is a collaborative approach for change
2. Allows person making the change to lead
3. Resist your righting reflex; support
4. Keep the 4 processes as the foundation
5. Use OARS for exchanges
6. Change is not easy for anyone

23

Questions?

24



25

DESIRE										
On a scale of 1 to 10, where 1 is the least and 10 is the most, how much would you say you WANT to change this?										
1	2	3	4	5	6	7	8	9	10	
Least										Most
Why is it that number and not a lower number?										
ABILITY										
On a scale of 1 to 10, where 1 is impossible and 10 is extremely possible, how much would you say you CAN change this?										
1	2	3	4	5	6	7	8	9	10	
Impossible										Extremely Possible
Why is it that number and not a lower number?										
REASON										
On a scale of 1 to 10, where 1 is not much and 10 is a lot, how much would change HELP you?										
1	2	3	4	5	6	7	8	9	10	
Not Much										A Lot
Why is it that number and not a lower number?										
NEED										
On a scale of 1 to 10, where 1 is not much and 10 is a lot, how much would you say you NEED to change this due to pressure from yourself or others?										
1	2	3	4	5	6	7	8	9	10	
Not Much										A Lot
Why is it that number and not a lower number?										