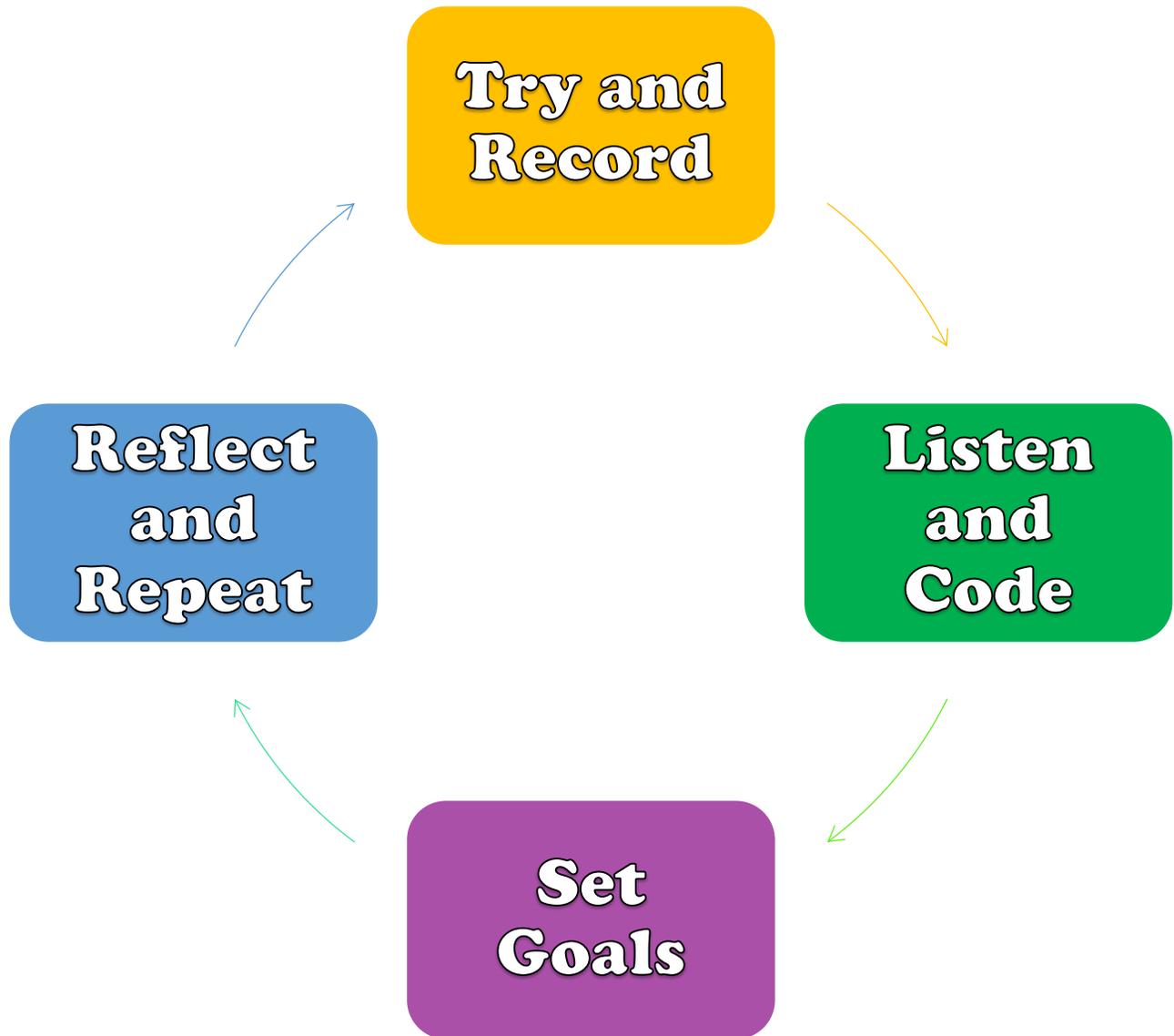


Self-Assessment Cycle



and Resources

#1: FIRST AND FOREMOST: Is the client ambivalent about a potential targeted behavior?

Motivational Interviewing Observer Sheet

Instructions: Please listen carefully to the practitioner. Under the **Behavior Counts** section, make a hash mark in the appropriate category every time you hear the practitioner demonstrate a specific skill.

Global Ratings		Notes	
Relational	2. Partnership	1 2 3 4 5	1-2: You're more in charge than the client 3-: Erratically including the client in the change process 4-5: Actively including the client and identifying them as the expert
	3. Empathy	1 2 3 4 5	1-2: Little or no attention to the client's perspective 3-: Trying to pay attention to the client's perspective- not super successful 4-5: Approaching or expressing a deep understanding of the client's perspective
Technical	4. Cultivating Change Talk	1 2 3 4 5	1-2: No explicit attention to change talk 3: Sort of attending to the change talk but missing some opportunities 4-5: Marked and consistent effort to increase change talk
	5. Softening Sustain Talk	1 2 3 4 5	1-2: A lot of attention to the sustain talk 3-: Some preference to sustain talk and some attempt to avoid it 4-5: Marked effort to avoid encouraging sustain talk
Behavior Counts (Hash Marks)		Examples	
Question	6. Open (OQ)		Open questions start with: What? How? Tell me about, Describe, Explain or Say more...
	7. Closed (CQ)		Closed questions start with: Did, do, does, which, how many, how often, can, could or would
Reflection/Summary	8. Simple (Rs)		Simple reflections do not include any interpretation, hypothesis or guessing. There is no inference. Rs stick very close to what the person said. IF you're not sure if a R is Rs or a Rc, it's Rs.
	9. Complex (Rc)		Complex reflections go beyond what the client said. It's complex if there's added substantial value to what the client said. Complex reflections convey a deeper or more complex picture it's complex.
Other Behaviors	10. MI Adherent: affirmation seek collaboration emphasize autonomy permission before inform		Affirm: Genuine mention of a specific strength, effort, intention or worth. Must be explicitly linked to a client behavior. Seek: asking client permission to share information or their thoughts on information Emphasize: A specific mention of choice or personal expertise
	11. MI Non-Adherent: persuade, advise, inform w/o permission, warn, confront		This code is assigned when the clinician confronts, disagrees, argues, corrects, blames, criticizes, labels, warns, moralizing, or ridiculing. Such interactions have the quality of uneven power sharing.

Motivational Interviewing Fidelity Benchmarks

Measure	Fidelity Benchmark ¹	
	Basic	Advanced
Average Relational Global Rating = (Partnership + Empathy/ 2)	≥ 4.0	= 5.0
Average Technical Global Rating = (Cultivating CT + Softening ST/ 2)	≥ 3.0	≥ 4.0
Percentage of Open Questions = (# OQ / total # Q) x 100	≥ 50%	≥ 70%
Percentage of Complex Reflection = (# CR / total # R) x 100	≥ 40%	≥ 50%
Ratio of Reflection to Question = (total # R / total # Q)	≥ 1.0	≥ 2.0
Percentage of MI Adherent behaviors = (# Adherent behaviors/ # total other behaviors) x 100	≥ 90%	≥ 98%
Percentage of MI Non-Adherent behaviors = (100% - % MI Adherent behaviors)	≤ 10%	≤ 2%

¹ Based on Miller & Rollnick (2013, p. 400). *Motivational Interviewing* (3rd ed.) and Moyers, Manuel, & Ernst (2014, p. 35) *Motivational Interviewing Treatment Integrity Coding Manual 4.1*.

SKILL Definitions and Decision Rules

Parsing is needed when two or more MI codes can be assigned within a single segment of practitioner speech. For example, consider the following practitioner statement:

Sounds like you want to increase how much you socialize. Ultimately, it's your choice how you go about doing this. If you decided to increase your socializing, how do you think you could do it?

This statement is parsed (with assigned codes) as follows:

- Utterance 1: Sounds like you want to increase how much you socialize. [Reflection]
- Utterance 2: Ultimately, it's your choice how you go about doing this. [MI Adherent – Emphasis on Choice]
- Utterance 3: How do you think you could do it? [Open Question]

Question – code as *open* or *closed*.

Several “stacked” questions asked within one segment of speech get counted as a single question. Code as *Open* if at least one question in the stack is an Open Question.

- Open Question stems: What....? How....? Tell me... Describe... Talk about...
- Closed Question stems: Did you...? Can you...? Do you...? Have you...? Are you...? Is there...?
- Asking permission is not coded as a Closed Question (see **MI Adherent**)

Closed Questions:

- This behavior code is used when the interviewer asks the client a question that can be answered with a “yes” or “no” response.
Examples: Did you use heroin this week? Did you eat five fruits and vegetables this week? Have you been having trouble with your memory?
- It is also coded when the question specifies a very restricted range or one that is intended to satisfy a questionnaire.
Examples: How long have you been using heroin? How many fruits and vegetables did you eat each day this week? Who is the president of the United States? Can you tell me more about what brings you here today? Could you explain that? Do you want to tell me more about that?

Open Questions:

- An open question is coded when the interviewer asks a question that allows a wide range of possible answers. The question may seek information, may invite the client's perspective or may encourage self-exploration. The open question allows the option of surprise for the questioner.
- "Tell me more" statements are coded as open questions unless the tone and context clearly indicate a Direct or Confront code.

Examples: How did it go with your heroin cravings since we last met?

Tell me about your fruit and vegetable intake this week.

What is your take on that?

- In general, stacked questions (repeated questions from the practitioner before the client gives an answer), are coded as only one question. Sometimes a practitioner will stack questions by asking an open question and then give a series of "for example" follow-up questions before the client answers. These are coded as one open question.

Example: In what ways has your drinking caused problems for you? Has it caused problems in your relationships or with your memory? What about trouble with the law or health problems?

Similarly, when a practitioner offers more than one question in an utterance, only one question is coded. The decision rule states that if a practitioner offers both an open and a closed question in the same utterance, the open question code trumps the closed question, therefore, only a code of open question will be given.

Reflection – code as *Simple* or *Complex*.

If the observer is unsure of what type of Reflection, default to Simple.

- Simple reflections basically repeat what the client said
- Complex reflections bring in new material, inference, or guess on underlying meaning
- A summary is considered a Reflection. If new material is included, code as Complex; if new material is not included, code as Simple.
- If voice inflection goes *up* at the end, this is not a statement but a question; code a Question accordingly.

MI Adherent - this code encompasses behaviors that are consistent with MI:

- **Affirmation** is coded when something positive about the client is accentuated. Affirmation is given in a genuine manner and reflects something genuine about the client. Could include:
 - Comment on a specific strength, positive attribute, or effort
 - Does not include non-specific praising or cheerleading (e.g. wow, that's great; you're awesome; wonderful, etc.)
- **Permission asking** is coded when the practitioner explicitly seeks the client's permission before providing information or administering a procedure (e.g., "Would it be okay if...?")
- **Emphasis on choice/personal control** is coded when the practitioner explicitly states that the client has choice or decision-making power regarding change (e.g., "Only you can make this decision," "You're the one who knows yourself best," "It's your choice how to make this change")

MI Non-Adherent – this code encompasses behaviors that are inconsistent with MI:

- Persuading or providing information without first obtaining the person's permission
- Advising, problem solving, or telling the person what to do
- Warning, disagreeing, or confronting the person
 - Examples: "You indicated during the assessment that you typically drink about 18 standard drinks per week. This far exceeds social drinking." (MI Non-Adherent Confront)
 - "Keep track of your cravings, using the log, and bring it in next week to review with me." (MI Non-Adherent: Direct)
 - "Well, you are only eating two fruits per day according to this chart, even though you said you were are eating five. It can be easy to deceive yourself." (MI Non-Adherent: Confront)
 - "It worked for me, and it will work for you if you give it a try. We need to find the right AA meeting for you. You just didn't find a good one." (MI Non-Adherent: Advice)
 - "I would recommend that you always wear a bike helmet. It will really protect you in the event of a crash." (MI Non-Adherent: Advice)

From Motivational Interviewing Treatment Integrity Instrument 4.2.1

Suggestions for Strengthening Your Use of Motivational Interviewing

In order to be measured as motivational interviewing, the conversation must be with a client who is **AMBIVALENT** (feels two ways) about changing a particular behavior. If there's not a targeted change or the client doesn't feel two ways about it, the conversation can be person centered but is not likely to meet the technical requirement of MI.

Partnership	<p>Troubles with partnership arise when there are struggles with believing that the client is truly in charge and capable of their own change.</p> <p>Try saying something like: "This decision is really up to you."</p>
Empathy	<p>Troubles with Empathy scores arise when there is little attention paid to letting the client know you're working hard to understand their perspective.</p> <p>Try adding in reflections regarding emotion. Try guessing at the deeper meaning. Remember the spirit of curiosity.</p>
Cultivating change talk	<p>This is helping the client work on their very own WHY of behavior change.</p> <p>If you're not hearing any change talk, try asking for it!</p>
Softening Sustain talk	<p>Try acknowledging sustain talk briefly, and then reflecting change talk more strongly (or asking for change talk if you haven't heard it yet).</p>
Open questions	<p>Try adding in an open question. Remember, Open questions start with: What? How? Tell me about, Describe, or "Tell me more about..."</p>
Closed questions	<p>By adding more open questions, your closed questions will likely decrease. Bonus: You may also consider how to "flip" your closed questions to reflection statements!</p> <p>E.g. Instead of "Have you ever exercising in the morning before?" → Flip to: "You've tried exercising in the morning before and you're thinking of trying it again."</p>
MI adherent	<p>Try adding additional: Affirmation: Recognize strengths Seeking collaboration: Ask about the client's ideas about this change Emphasizing autonomy: Remind the client this is up to them</p>
MI non-adherent	<p>By adding more MI Adherent statements to the conversation, and by remembering the MI Spirit, it is likely your MI non-adherent statements will go away.</p> <p>You may also be interested to review Thomas Gordon's 12 Roadblocks to listening.</p>

Resources for Continuing to Expand your MI Skills

MI Workbook

Rosengren, D.B. (2017). *Building Motivational Interviewing Skills: A Practitioner Workbook* (2nd Edition). New York: Guilford Press.

MI Books

Arkowitz, H., Miller, W.R., & Rollnick, S. (Eds.). (2015). *Motivational Interviewing in the Treatment of Psychological Problems (Second Edition)*. New York: Guilford Press.

Clifford, D. & Curtis, L. (2015). *Motivational Interviewing in Nutrition and Fitness*. New York: Guilford Press.

Hohman, M. (2011). *Motivational Interviewing in Social Work Practice*. New York: Guilford Press.

Miller, W.R., & Rollnick, S. (2013). *Motivational Interviewing: Third Edition: Helping People Change*. New York: Guilford Press.

Naar-King, S., & Safren, S.A. (2017). *Motivational Interviewing and CBT: Combining Strategies for Maximum Effectiveness*. New York: Guilford Press.

Naar-King, S., & Suarez, M. (2011). *Motivational Interviewing with Adolescents and Young Adults*. New York: Guilford Press.

Rollnick, S., Miller, W.R., & Butler, C.C. (2007). *Motivational Interviewing in Health Care: Helping Patients Change Behavior*. New York: Guilford Press.

Rollnick, S., Kaplan, S. G., & Rutschmann, R. (2016) *Motivational Interviewing in Schools: Conversations to Improve Behavior and Learning* . New York: Guilford Press.

Steinberg, M.P. & Miller, W.R. (2015). *Motivational Interviewing in Diabetes Care*. New York: Guilford Press.

Stinson, D., & Clark, M.D. (2017). *Motivational Interviewing with Offenders: Engagement, Rehabilitation, and Reentry*. New York: Guilford Press.

Wagner, C. C., & Ingersoll, K. S. (2013) *Motivational Interviewing in Groups*. New York: Guilford Press.

Westra, H.A. (2012). *Motivational Interviewing in the Treatment of Anxiety*. New York: Guilford Press.

MI Web Resources and Podcast

www.motivationalinterviewing.org - Official Website of the Motivational Interviewing Network of Trainers (MINT). Note, you must include the “ing” to the web address or you will be taken to a MI site that is NOT the MINT site.

Talking to Change Podcast – MI Podcast by Glenn Hinds and Sebastian Kaplan

MI Videos

The possibilities are endless! Remember, it can be interesting to watch both good and bad examples – the important part is reflecting on what you are seeing/hearing.

Ineffective Physician (Poor Example): <https://youtu.be/DsEZTWtkM7w>

Effective Physician (Good Example): <https://youtu.be/URiKA7CKtfc>

Engaging and Rolling with Resistance: <https://youtu.be/bTRRNWrwRCo>

Evoking Change Talk: <https://youtu.be/dm-rJJPCuTE>

Brief MI Tips by Dawn Clifford on her YouTube channel: Dawn Clifford’s MI Tips

<https://www.youtube.com/channel/UCJMJsgme77ayGAtbJ0fKbw>

Motivational Interviewing Learning Plan

Staff Name: _____ Date: _____

Instructions: Use the feedback from your audio sample review to formulate a learning plan. This is your learning plan for you to decide what areas of Motivational Interviewing you'd like to work on next.

- What are some areas of MI you wish to focus on for the next 3-6 months?
- What are 1-2 specific, concrete goals you will work toward? Write goal in terms of fidelity benchmark (e.g., of total questions asked, at least 50% will be Open questions.)
- What strengths do you have that will help you in achieving your goal?
- Barriers to achieving these goals? What might get in the way?
- How might you overcome these obstacles? What are the resources and supports available?
- How will you know when you achieved your goal?

