



Motivational Interviewing Part One

Exercise and Resource Packet



Exercise 1.1 - Negative Practice: Persuasion Exercise

Done in pairs and each person will be in the role of Speaker and Listener. Start with one pair and will switch later.

Speaker Role: Identify something that you have been thinking about changing, need to change, want to change, but have not yet changed. Something you are ambivalent about and something they feel comfortable sharing with their partner.

Listener Role: Your task is to try as hard as you can to convince and persuade the Speaker to make the change that he or she is considering. Your task is to:

1. Explain why the person should make this change.
2. Give at least three specific benefits that would result from making the change.
3. Tell the person how they could make the change.
4. Emphasize how important it is for them to make the change. This might include the negative consequences of not doing it.
5. Tell/persuade the person to do it. And if you encounter resistance, repeat the above, perhaps more emphatically.

You have 3-4 minutes to do the exercise. Total time 10 minutes.

You will be notified via message when it's time to end or switch partners

Exercise 1.2 - Taste of MI

Switch roles from previous practice

New Speaker Role: Identify something that you have been thinking about changing, need to change, want to change, but have not yet changed. Something you are ambivalent about and something they feel comfortable sharing with their partner.

New Listener Role: Listen with interest; give no advice; instead, ask these questions and listen carefully:

- "What have you been thinking about changing?"
- "What are the 3 best reasons for you to do it?"
- "On a scale from 0-10, how important is it for you to change?"
- "What makes you a ___, and not a (lower number)?"
- "If you decided to, how might you make this change?"
- Provide a summary and then ask: "So what do you think you will do?"

You have 4 each minutes each to do the exercise. Up to 12 minutes to complete.

You will be notified via message when it's time to end or switch partners.



Exercise 2 – Thinking Reflectively

Participants work in groups of three. The goal of this exercise is to practice thinking reflectively and trying to understand what the other person means.

- 1) Join your virtual group and briefly introduce yourselves. Each person should take a minute to think about one thing they like about themselves. These statements should emphasize relatively abstract personal characteristics (which lend themselves to greater ambiguity and discussion) rather than concrete attributes (e.g. I am tall).
- 2) Participants in each triad are to take turns, in rotation, saying one of their sentences to their two partners.
- 3) When a speaker has offered a sentence, the other two serve as listeners and respond by *asking questions* of this form: "Do you mean that you _____?"
- 4) The speaker responds to each such question *only* with "Yes" or "No." No additional elaboration is permitted.
- 5) Listeners generate at least five different "Do you mean...?" questions for each statement. When questioning for one statements seems to have reached an end, rotate on to the next person, who becomes the speaker while the other two generate questions.

You will have 15 minutes to complete this exercise.



Exercise 3 - Sustained Reflective Listening

Participants work in pairs and the goal is to give each person an opportunity to practice reflective listening as a dominant style in one-to-one conversation. Each person talk for 3 minutes each. One person track the time and switch at 3 minutes. Total time 7-8 minutes

- 1) Join your virtual partner and introduce yourselves
- 2) Two roles; speaker and listener, decide roles and switch at 3 minutes
 - a) Speaker: Talk for 3 minutes about a topic below:
 - i) What I'd like to do over the next 5 years professionally....
 - ii) Something I feel ambivalent about....
 - b) Listener: Use ONLY reflective listening; no questions.
- 3) Your goals are to use reflections to keep the conversation moving and to check for understanding.
- 4) When you see that the session will close in 60 seconds, take turns thanking your partner and tell them one or two things you really liked about their listening/reflective skills.



Exercise 4 – Identifying Types of Reflections

Types of Reflections – Video Demonstration

Instructions: Each time you hear the counselor use a reflection during the interview, identify what type of reflection it is and make a hash mark in the corresponding box.

<i>Type</i>	<i>Description</i>	<i>Count</i>
Simple	The meaning stays close to what the person has said.	
Complex	Often goes beyond what the person has said, infers meaning, feeling.	
Amplified	Pushes on the absolute statement; may back the person away from his/her position	
Double-sided	Acknowledges both sides of the ambivalence	
Metaphor	Moves well beyond content to provide a model for understanding.	

Notes:



Exercise 5 - Reflective Listening Practice

Read the 5 client statements and individually come up with a simple reflection (stays close to the original meaning) and a complex reflection (go a little further and adds meaning or goes deeper) and write them down. Each Zoom breakout session is numbered. If you are in group #1, then group members each share their examples of simple and complex reflection from paragraph #1. If you are in group 2, you do the same thing and so on. Once done, each group picks a favorite example of a simple and complex reflection to share with the larger group. Please select a speaker to report for your group. Total time 7 minutes.

1. "I don't like the way this medication makes me feel, I don't have any energy."

Simple Reflection

Complex Reflection

2. "I know that I might end up in the hospital again if I don't keep taking it, but I think this time will be different."

Simple Reflection

Complex Reflection

3. "I can't believe everything that happened before I went into the hospital, I really messed things up."

Simple Reflection

Complex Reflection

4. "I have to get things together or my husband is going to leave me, he is fed up with me."

Simple Reflection

Complex Reflection

5. "I don't know how I'm going to function at work, while I'm taking this medication."

Simple Reflection

Complex Reflection



Exercise 6 – Converting Closed Questions

Task is to convert these closed ended questions into open ended questions. If you are in Zoom room #1, you are asked to convert the CEQ number 1 into an OEQ and report to the larger group when done. If you are in Zoom room #2, convert CEQ 2 and so on. You have 3 minutes to come up with 2 open ended questions. Feel free convert more of them if you have time. Select a person to report for the group. Total time 5 minutes.

- 1) *“Are you doing better this week?”*
 - a)
 - b)
- 2) *“Do you have a significant other?”*
 - a)
 - b)
- 3) *“Do you want to find a job?”*
 - a)
 - b)
- 4) *“So what are you hoping to do: quit or cut down?”*
 - a)
 - b)
- 5) *“Aren’t you worried about how your drug use affects your kids?”*
 - a)
 - b)
- 6) *“Don’t you think it would be better to find a way to discipline your kids without spanking them?”*
 - a)
 - b)
- 7) *“You use again, you go to jail. Is that what you want?”*
 - a)
 - b)



Exercise 7 – Affirmation Practice

- 1) Introduce yourself to your Zoom partner and decide who will be the speaker and who will be the listener first.
- 2) If you are the listener, start the conversation by asking the other person to **“tell me about a time in your life when you were at your best?”**
- 3) Use your OARS to listen well and demonstrate understanding; as well as to emphasize and reflect strengths through affirmations. In other words, provide some affirmations.
- 4) One person keep track of time and switch roles after 3 minutes. Total time 10 minutes



Exercise 8.1 – Summary Practice

This is a short 4-5-minute practice. Each person gets to be the speaker and the listener.

- 1) Introduce yourself to your virtual partner.
- 2) Speaker talks for 90 seconds about a habit, behavior, dilemma or situation that he/she is thinking about changing.
- 3) Listener – keep track of time and just listen don't talk and then when 90 seconds are up, give a summary of what you've been told. **Try to give as an exact summary of what the person has shared, as possible. When summarizing try to avoid changing or adding things to what you have been told.**
- 4) Change roles and repeat.

Exercise 8.2 – Summary Practice

- 1) Meet your new virtual partner.
- 2) Speaker talks for 90 seconds about the same habit, behavior, dilemma, or situation that he/she previously shared with the last partner.
- 3) Listener – keep track of time and just listen don't talk and then when 90 seconds are up give a summary of what you've been told. However, **this time include what you think the underlying meaning, feeling, or dilemma in the story you've heard.**
- 4) Change roles and repeat.

Exercise 8.3 – Summary Practice

Total discussion time is 7 minutes

- A. What are the differences you noticed between the two types of summaries?
- B. How was it for the person who received the summary?
- C. How was it for the person who gave the summary?
- D. Which summary was most difficult? Why?
- E. What is the effect of telling a story several times?



Exercise 9 – OARS Observation Practice

Use the Observation form below and place hash marks each time you hear an Open-Ended Question, Affirmation, Reflection and Summary. Jot down examples that stand out to you.

Micro-Skill	Count	Examples
Open-ended Questions		
Affirmations		
Reflections		
Summaries		
Closed-ended Questions		



Exercise 10 – OARS Written Practice, Youth Case Scenario

Daniel is a 17-year-old male who was removed from his biological mother’s care at age 3 and placed into foster care due to physical abuse in the home. Daniel’s foster parents have brought him into counseling at the recommendation of the school and his PO. He is often truant from school and when he is at school, typically ends up in some type of aggressive altercation with peers. This has resulted in an assault charge for which he is on Probation. Daniel “manipulates to get what he wants” per foster parents report and when he is told “no” will run from home and commit various offenses which typically results in him being picked up by the police. Daniel reports he is only coming to counseling because of his PO, and states “it’s for crazy people.” He has been given a Diagnosis of Major Depression and provisional PTSD. Medications have been prescribed but he takes them infrequently. He says he does not like the way they make him feel. His foster parents are committed and dedicated to helping him but are often tired and feel ill equipped to handle Daniel’s daily struggles.

Open Ended Questions

Daniel is here for his third counseling session. He says he is doing better at school this week but the truant designation really bothers him. Daniel has met with his PO but doesn’t like the way his PO talks to him. The PO is very strict. Daniel hopes counseling will help him figure out how to get out of the legal system. His parents are always asking him how he’s doing, but he just don’t have anything great to say, and they end up getting mad at him.



Reflections

1. I am trapped and nobody understands what I am going through.

2. They want me to take medications, but I hate how they make me feel.

3. I want to get out of the legal system, but my PO just yells every time I come to see him.

4. I got to graduate this year, or I will never finish high school.



Affirmations

1. My parents care about me but they are always mad these days.

2. Everybody is telling me what to do and nobody cares what I want to do.

3. All you want is for me to take these pills. I know I can do it, just don't like how they make me feel.

4. If I tell you the truth you're going to make things harder for me, like turning me in to my PO.



Summary Worksheet

Using elements from your previous pages, identify Daniel’s challenges (discrepancy between current behavior and goals/values), and areas where he wants help (Change Talk), and combine those elements and into a summary.

Write a key open-ended question you could ask at the end of the summary to move the conversation forward or transition to another topic (linking summary). For example, “Where does this leave you now?” or “What do you make of this?” or “What do you think you might do next?”

Imagine you had additional information from your assessment or prior session, provide an example of a piece of information that you could add to this session to strengthen the summary (linking summary).



Exercise 10 – OARS Written Practice, Adult Case Scenario

45-year-old Caucasian female (Rosa), not married and has a history of trauma (childhood abuse). She did not attend high school has a very low literacy level. She lost her housing due to relationship issues with a partner who has SUDs and is a perpetrator of domestic violence. She is seeking employment and is working with a housing coordinator but does not follow through with them very well. She wants your services and historically attends most of her phone and in-person appointments but does not follow through with goals that are set. She is not sure she can trust us because she has had mixed experiences with our type of services. She has many people working with her too which is complicated for her. In the last year she has worked with, a Mental Health therapist, Chemical Dependency Professional, employment counselor, housing services coordinator, and a Primary Care Provider. Rosa has decided that substance use is complicating her life and wants help. But you are still you are struggling with basic issues of client engagement, prioritizing issues and helping her make progress.

Open Ended Questions

This is your third session. Rosa has been anxious because she doesn't have safe and stable housing, when she talks with other providers each one of them wants her to do something different. Last session you both explored housing options and how drinking daily is interfering with her confidence and ability to make decisions. Rosa said, "she is worried that without a few drinks, she can't handle her anxiety."



Reflections Worksheet

1. I know my goal is to stop drinking but how can I do that when I am so worried about my housing. I feel so much pressure, then I get really anxious and I feel like quitting the program.

2. If I wasn't so anxious about housing and my boyfriend, I wouldn't be drinking. I am not sure how you are going to help me with my problems.

3. When I tell you the truth about myself it turns into more problems, I just want things to get better.

4. My ex-boyfriend thinks all these services are just making things worse and he suggested I move in with him.



Affirmation Worksheet

1. It was hard to do but, I went to my housing appointment and talked with my Primary Care Provider about anxiety.

2. I cut back on drinking two days this week but struggle with feeling anxious every day.

3. I have told you so much about myself, but it really scares me because each time things get more complicated.

4. Coming here to see you is not easy, but I committed to cutting back on my drinking and finding ways to feel less anxious.



Summary Worksheet

Using elements from your previous pages, identify Rosa’s challenges (discrepancy between current behavior and goals/values), and areas where she wants to improve (Change Talk), and combine those elements and into a summary.

Write a key open-ended question you could ask at the end of the summary to move the conversation forward or transition to another topic (linking summary). For example, “Where does this leave you now?” or “What do you make of this?” or “What do you think you might do next?”

Imagine you had additional information from your assessment or prior session, provide an example of a piece of information that you could add to strengthen the summary (linking summary).



Exercise 11 – Pulling it all together, OARS Observation Practice

- Working in triads, speaker, listener and observer (30-45 minutes)
- Identify who will be the speaker first, who will play the role of the listener and observer
- Speaker think about something you feel ambivalent about and are willing to talk about
- listener initiates the conversation and finds out what the topic will be
- Use your OARS to explore and understand the person’s ambivalence (no fixing or solving)
- Observer keeps track of time and identifies when OARS are used in the form below
- 10 minutes for the discussion, 3-4 minutes to debrief and 1 minute to switch to the next round
- When you debrief, counselor first, speaker second, and observer third, focus on what worked well
- Switch roles until each person has played all three roles

Micro-Skill	Count	Examples
Open-ended Questions		
Affirmations		
Reflections		
Summaries		
Closed-ended Questions		



SELECTED PRINT RESOURCES

- William R Miller & Stephen Rollnick. 2013. *Motivational Interviewing: Helping People Change, Third Edition*.
- Christopher C Wagner & Karen S Ingersoll. 2012. *Motivational Interviewing in Groups*
- SAMHSA National Clearinghouse, www.samhsa.gov. 2008. *TIP 35: Enhancing Motivation to Change in Substance Abuse Treatment*.
- Sylvie Naar-King & Mariann Suarez. 2010. *Motivational Interviewing with Adolescents and Young Adults*.
- David B Rosengren. 2012. *Building Motivational Interviewing Skills: A Practitioner Workbook*.
- Stephen Rollnick, William R Miller, & Christopher C Butler. 2007. *Motivational Interviewing in Health Care: Helping Patients Change Behavior*.
- Hal Arkowitz, William R Miller, & Stephen Rollnick (Editors). 2015. *Motivational Interviewing in the Treatment of Psychological Problems, 2nd Ed*.
- Henny A Westra. 2012. *Motivational Interviewing in the Treatment of Anxiety*.
- Melinda Hohman. 2011. *Motivational Interviewing in Social Work Practice*.

SELECTED ONLINE RESOURCES

- ATTC Network Motivational Interviewing website: www.motivationalinterview.com
- Free training using MI in groups to help teens make healthy choices about alcohol/drug use: www.groupmiforteens.org
- MINT Network (Training tapes, reference material, articles, bibliographies, training opportunities): www.motivationalinterviewing.org

VIDEOS

- MerloLab: <https://www.youtube.com/user/MerloLab>
- IRETA: Institute for Research, Education, and Training in Addictions: <https://www.youtube.com/user/TheIRETAchannel>
- For purchase: Motivational Interviewing: Helping People Change: <https://www.changecompanies.net/products/motivational-interviewing/>