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What is Motivational Interviewing?

Motivational Interviewing (MI) is a collaborative, goal-oriented method of communication with particular attention to the language of change.

It is designed to strengthen an individual's motivation for, and movement toward, a specific goal by eliciting and exploring the person's own arguments for change, otherwise known as Change Talk.

MI comprises both spirit and technique; discrete skills combined with a general ability to express empathy and support autonomy.

MI vs. Usual Care

Reflect more than ask

Roll with resistance vs. counter-punching

Elicit and reinforce change talk vs.

inform/advise/persuade

Focus on the “The Why” vs. “The How”

Patient talks more than 50% of the time

The spirit of MI

Uses a person-centered approach

Expresses empathy

Collaborates partnership between patient and provider

Listens more than tells

Places the responsibility for change with the patient and not with the provider

Asks permission

Supports autonomy

Avoids coerciveness or judgment

Motivational Interviewing Outline

Phase 1: Exploring and Understanding

- Comfort the afflicted
- Get permission to broach the topic
- Drain the swamp of negativity
- Build rapport and express empathy
- Collaborative agenda setting
- Explore pros, cons, hopes and fears (reasons)

Phase 2: Guiding and Deciding

- Afflict the comfortable
- Elicit Change Talk
- 0-10 Readiness Rulers (Importance/Confidence)
- Values and Strengths
- Where does that leave you?"
- "What small change might you be willing to make?"
- Move toward a behavior decision

Phase 3: Choosing and Setting an Action Plan

- Build a menu of options
- Ask the patient to generate and pick an option
- Overcome/anticipate barriers
- Discuss follow up

Opening the Conversation

Open-ended Starters

“Tell me about a typical day.”

“Compared to last year/month/week...”

“How’s it going?”

“How have things been since we last spoke?”

“Tell me about a day when it has gone well.”

“Tell me about a day when it has not gone so well.”

“Help me understand...”

“When, if ever...”

“How, if at all...”

“How’s that worked for you?”

Probes

“What else...”

“What were some reasons for your decision?”

“Why do you feel that way?”

“Why do you say that?”

“What was that like for you?”

Basic Long Reflections:

“It sounds like you are feeling...”

“If I hear you correctly you seem...”

“It sounds like you are not happy with...”

“It sounds like you are a bit uncomfortable about...”

“So, you are saying that you are having trouble with...”

“So, you are saying that you are conflicted about...”

Pithy Reflections:

“You’re not ready to...”

“You’re having a problem with...”

“You’re feeling that...”

“It’s been difficult for you...”

“You’re struggling with...”

Action Reflections:

“Based on what you said there seems to be several possible options including x and y.”

“Sounds like, in order to move forward, you might want to address barriers a, b, and c (invert barrier action reflection)”

“So you might want to consider doing something like x, y, or z.”

“Given what you said...”

“You might want to...”

“If you found a way to deal with...then you might address...”

“Sounds like...might be an option...”

The Feeling Vocabulary: Common Words for MI

Trapped

Torn

Conflicted

Lost

Powerless

Drained

Hopeless

Crushed

Dismayed

Disappointed

Uncertain

Tired

Frustrated

Fearful

Struggling

Worried

Doubtful

Skeptical

Alone

Overwhelmed

Discouraged

Hesitant

Eliciting Change Talk: Tentative Language

“You are starting to feel you want to change...”

“Something about...is starting to feel not right for you.”

“You are starting to feel you no longer want.. in your life.”

“You are starting to feel that...has gotten a little out of control.”

“...has started to bother you a bit more.”

“...has started to worry you a bit more.”

“You are starting to think it might be time to change ...”

“You seem to be wondering what it might be like with/without...”

“...does not feel sustainable.”

Importance and Confidence Scales

Importance

On a scale of 0 to 10, with 0 being not at all important and 10 being very important, how important is it for you to (eat more fruits and veggies, exercise more, cut back on sugary food and drinks, etc)?

0	1	2	3	4	5	6	7	8
Not at all				Somewhat				

Confidence

On a scale of 0 to 10, with 0 being not at all confident and 10 being very confident, how confident are you to (eat more fruits and veggies, exercise more, cut back on sugary food and drinks, etc)?

0	1	2	3	4	5	6	7	8
Not at all				Somewhat				

The Ruler Probes

It could have been lower

Ask “Why it was a 3 and not lower like at 1?”
This elicits the benefits

It could have been higher

Ask “Why it was a 5 and not higher like a 7?” or
Ask “What would it take to get to a higher number?”
This elicits the barriers

Value Transitions

These are transitional statements or segues to introduce discussion of values:

“I have found that behavior change is often easier when it relates to a person’s own values and goals. If it’s ok with you, can we talk about your values?”

“I would like to switch gears for a second and learn a bit about what is important to you. This might be helpful in finding reasons to change.”

“When considering behavior change it is often useful for me to get a better understanding of what is important to you as a person — what motivates you? This may help you find motivation (inspiration) for making what can be difficult changes.”

Value List

“Which of the following values, traits or characteristics are important to your child and your family”

Choose your top three or four:

Values for Your Child

Be Healthy

Be Strong

Be a good student

Confident

Be good to my parents

Independent

Spiritual

In control

On top of things

Have many friends

Being fit

Not feeling abnormal
Not being teased
Not feeling left out
Be able to communicate their feelings
Fulfill their potential
Have high self-esteem
Other_____

Values for you

Good Parent
Good family member
Healthy and Fit
Respected at Home
Respected at work
Competent
Attractive
Responsible
Disciplined
Good Spouse
On top of things
Spiritual

Cohesive
Healthy
Peaceful meals
Getting along
Spending time together
Other _____

Values for Your Family

Being cohesive
Being healthy
Having peaceful meals
Getting along
Spending time together

Developing Values Discrepancy: Probes

“How, if at all, does your current behavior affect your ability to achieve these goals or live out any or all of these values?”

“How, if at all, would changing this behavior affect your ability to achieve these goals or live out any or all of these values?”

“What connection, if any, do you see between your health and any of these values/goals?”

“How, if at all, might losing your health, affect your ability to live out any or all of these values and goals?”

Strengths

“What are you or your child good at?”

“What is something difficult you or your child have achieved?”

“What is something you or your child have overcome?”

Music

Sports

Staying cool under pressure

My job

Science

Staying positive

Listening

Being spontaneous

Being thankful

Being creative

Caring

Learning new things

Other _____

Helping others

Art

Writing

Cooking

Math

Languages

Fixing Things

Beating an illness

Trustworthy

Being patient

Forgiving

Researching things

Linking Strengths

“Your confidence to do...is low.”

“Think for a minute about some of the other things you are good at, like music, sports, being a parent, meeting challenges at work, etc.”

After the patient has chosen a strength,

“How might your success in these areas help you find the confidence you need to change...?”

Bringing It All Together

EXPLORE

Get permission

Set agenda

Assess current level of activity/behavior

Discuss history

GUIDE

Assess 0-10 Importance/Confidence

Probe lower/higher/what would it take

Asses Core Values and Strengths

Link behavior to values and strengths

“What does that leave you?”

CHOOSE

Small goals build patient efficacy; Any change is positive

Build menu of choices

List possible ideas mentioned by the patient

Ask the patient for other solutions

Offer “Here are some other ideas that have worked for others”

Ask the patient to pick one

“Which if any of these might work best for you?”

“What might you be able to do to increase your chances of success next day or week?”

Valores Latinos

Valores para usted

Buen Esposo/Esposa/Compañero

Buen Padre/Madre

Responsable

Solidario con otros

Energético

Espiritual

De espíritu juvenil

Disciplinado

Fuerte

Atractivo

Atlético

Respetado en casa

Respetado en la comunidad

Superar las cosas

Considerado

Independiente

Confidente

Tolerante
Respeto para otros
Exitoso
Esperanzado
Haciendo la voluntad de Dios
Ser productivo
Familia
Pasar el tiempo juntos
Cohesivo
Saludable
Comidas pacíficas
Llevarse bien
Otro _____

Valores para su hijo/a

Ser saludable
Fuerte
En control
Competente
Amistad

No sentirse excluido
Tener una alta autoestima
No sentirse anormal
No ser molestado
Ser capaz de comunicar
sus sentimientos
Cumplir su potencial
Otro _____