JTED MOTIVATIONAL INTERVIEWING CHEAT SHEET

CONTENTS:

MOTIVATIONAL INTERVIEWING SPIRIT AND PHILOSOPHY

CHANGE TALK

FIVE MOTIVATIONAL INTERVIEW SKILLS

STAGES OF CHANGE

JOB TRAINING & Economic Development

icsps

Illinois Center for Specialized Professional Support,
Illinois State University, College of Education

MOTIVATIONAL INTERVIEWING SPIRIT AND PHILOSOPHY

Official definition: A participant-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence; a collaborative, person-centered form of guiding to elicit and strengthen motivation to change.

Simple definition: Help people talk themselves into changing.

The Spirit of Motivational Interviewing

The participant is the expert in their own life and knows what works and what doesn't for them.

People make their own decisions about taking action. It is not a goal until the participant says so. The counseling relationship is not a power struggle. (Never try to argue or persuade a participant that your position is correct). You are not responsible for generating all the good ideas about change.

Ideas are best when they come from the participant.

Motivational Interviewing Principles:

1. **Express Empathy.** Empathy shows acceptance and increases the chance that the coach and the participant will develop a rapport.
2. Roll with resistance. Avoid arguing for change. Resistance is a signal for the coach to respond differently.
3. Develop Discrepancy. Change is motivated by a perceived discrepancy between where a participant wants to be (life goals) and where they are right now (comfort zone).
4. Support Self-Efficacy. If a participant believes that they can change, the likelihood of change increases.

Coaching Behaviors that Build Relationships

1. Inquisitive
2. Curious
3. Affirming
4. Compassionate
5. Accepting
6. Collaborative
7. Shows Empathy
8. Draws Out Client Views
9. Emphasizes Choice
10. Provides Affirmations
11. Empowers others
12. Is an effective listener

Resist the Righting Reflex

As a coach or counselor, it's natural to want to "fix" things for participants or solve their problems when you see them struggling.

Resist this impulse.

The righting reflex can trigger resistance if the participant feels judged or pushed. Instead of telling participants what they should do, create a space for them to explore their own reasons for change. Empower participants to arrive at their conclusions and solve their problems.

Coaching Behaviors that Create Resistance

1. Criticizes
2. Name Calls/Labels
3. Diagnoses
4. Praises Evaluatively
5. Orders
6. Threatens
7. Moralizes
8. Questions Excessively
9. Takes Charge
10. Diverts
11. Rushes
12. Pressures

CHANGE TALK

Change Talk: Our Goal **Change talk is defined as statements by the participant revealing consideration of motivation for, action, or commitment to change.** Increase the frequency of change talk to strengthen the intention to change. Have participants (rather than coaches) argue for a particular change.	**Listening for Change Talk:** Train your ear to hear change talk. ▪ Desire: "I want to...." ▪ Ability: "I can...." ▪ Reasons: "It would help me to...." ▪ Need: "I have to...." ▪ Commitment: "I will...."
Evoking Change Talk: Ask open-ended questions: ▪ What motivates you to want to go to training/get your GED/change careers? ▪ If you imagine yourself succeeding, how might your life be improved? What would be different/better/easier? ▪ What do you like and dislike about your current situation? ▪ What would be the best thing that might happen to you if you...? ▪ How would you like things to be different? ▪ What are your hopes for the near future?	**Responding to Change Talk** Reflective Listening: Repeat what you heard to demonstrate understanding. **Elaboration:** "Can you explain why this is important to you?" "Tell me more about that." "What would that look like in your life?" **Affirmation**: Recognize the participant's strengths, successes, and efforts to change. "You have thought a lot about this and see the value." **Use in Summary:** When summarizing, include any change talk the participant has made.

Change Talk Vs. Sustain Talk	
Guide the conversation through open-ended questions, reflections, and affirmations toward change by listening for any talk that moves the participant toward change. Sustain talk is the person's arguments for not changing, for sustaining the status quo. The reasons or statements outline why they don't want to change.	
Examples of Change Talk: ▪ "I want to get my diploma." ▪ "I think I can learn English." ▪ "If I work on getting a certificate, I will feel better about myself." ▪ "I don't want to move anymore." ▪ "I have to get a job. Unemployment isn't enough."	**Examples of Sustain Talk:** ▪ "I don't need a GED." ▪ "I've tried and don't think I can pass the state exam. ▪ "I have gotten by just fine without knowing English." ▪ "I can't get a job right now. I must take care of my mother." ▪ "I am fine on unemployment. I don't need to work right now." ▪ "I am not going to a workshop; it's not for me."

FIVE MOTIVATIONAL INTERVIEWING SKILLS

Affirmations: ▪ Use in response to what the participant has said or demonstrated. ▪ Use to recognize people's strengths, successes, and efforts to change. ▪ Use to increase people's confidence in their ability to change.	**Affirmation Examples:** o You are very resourceful. o You handled yourself well in that situation. o You have such a positive attitude even when you encounter a hiccup. o You have accomplished a lot in a short time. o You've had a setback, but you're trying. Look at the progress you're making.
Ask Open-ended Questions: ▪ Cannot be answered with yes/no or a simple phrase. ▪ Elicit more extended answers. ▪ Allow the participant to express their knowledge, opinions, and feelings. ▪ Lead to "change talk." ▪ Allow participants to explore their options and generate their own solutions.	**Open-Ended Question Examples:** o Please tell me a little about your work history. I'm interested in what you did, how long you worked there, and maybe even what made you leave. o Talk to me about your education from high school on. o What is one step you could take this week toward your goal? o How do you feel about where you are now? o What challenges would you need to plan around to be able to go to school/work? o What excites you about being a (career choice)?
Ask Permission before dispensing information or advice: Only provide information or advice or express a concern if the participant asks you to do so or if you ask permission. Be brief, relevant, and focused. At the first sign of resistance, full stop. Engage the participant in evaluating the information you provided.	**Format for Asking Permission:** **Ask, Offer, Ask** Coach: "I have an idea if you are open to hearing it." Participant: "Go ahead." Coach: (Share your information.) Then ask, "What are your thoughts on this?" **Examples of Asking for Permission** I am worried about something, and I was hoping you'd let me explain it to you. I need to spend a few minutes today on... Would that be all right with you?
Reflective Listening: It requires certain behaviors of the listener—paraphrasing, repeating, and checking for understanding. Use reflective listening to highlight and reinforce change talk.	o **How to Get Started:** o "Here's what I've heard from you..." o "Let me see if I understand so far..." o "You're saying..." o "This is what I am hearing. Please correct me if I am wrong..."

Summarize Key Points:	**Examples of Summarizing:**
▪ A form of reflective listening. ▪ Use to highlight important aspects of the discussion. ▪ Use them to shift the direction of the conversation when the conversation has become “stuck.” ▪ Use summaries early and throughout session. ▪ Use them at the end to review to pull together the session.	○ Let’s make a checklist of where we are. ○ Let’s review what you have talked about… ○ The essential points that you made are… ○ This might be a good time to review what we have discussed… ○ So, I am hearing that the following things are important to you… ○ Our time is running out, and I want to summarize what you have said so far. Let me know if I missed anything important that we covered…

STAGES OF CHANGE

Precontemplation: A person does not see a need for a lifestyle or behavior change; they haven't considered it. Strategy: ▪ Validate the indecision. ▪ Establish rapport. Build trust. ▪ Ask permission to address the topic. ▪ Get the participant's perception of the problem. ▪ Offer information about the issue ▪ Listen with curiosity and compassion	**Open-Ended Questions:** o What are your biggest priorities in life right now? o What worries you the most—if anything—about your current situation? o If you had to guess, what would your future look like if nothing changes? o What would have to happen for you to start thinking about change? o What gets in your way when you think about changing (going to school, earning a GED, changing careers)?
Contemplation: Acknowledges that there is a problem, but is not yet ready, not sure of wanting to make a change. **Strategy:** ▪ Encourage exploration of the pros and cons. ▪ Help tip the balance to favor change ▪ Evoke change talk (advantages, desire, disadvantages of not changing). ▪ Assess their readiness to change (ready, willing, and able)	**Open-Ended Questions:** o What makes you think now might be a good time to change? o What's holding you back from making that change today? o How would your life improve if you were to make this change? o What are the advantages and disadvantages of vocational-technical training/GED/changing careers? o What scares you about trying? What might help to take away that fear? o Talk to me about your schedule and how taking the class would fit in.
Preparation: The person is getting ready to make a change. They are making plans and gathering information. **Strategy:** ▪ Help the participant think through how they can make this work. ▪ Identify potential challenges and help the participant make a plan to work around the challenge. ▪ Identify sources of support ▪ Offer specific suggestions/referrals (after asking permission)	**Open-Ended Questions:** o Talk to me about where you are in the planning. What is behind you, and what is still in front of you? o What adjustments will you have to make to progress? o What potential obstacles do you anticipate, and how will you handle them? o What could you do today to take a small step forward? o What do you need from me that could help you move forward? o What is the "why" behind this change? o What is your backup plan if something goes off track?

<table>
<tr>
<td rowspan="2">Action:
The person is actively making the change (6 months or less).

They are motivated to change their behavior and are actively involved in taking steps to change.

They are making overt efforts to change their behavior and are at the most significant risk of relapse.

They are open to receiving help and are likely to seek support from others.</td>
<td>Agenda for Coaching Meeting:
○ Discuss the participant’s dreams and the goals that have been set. Tie those dreams to their current action.
○ Ask how they feel about the school/job search/job.
○ Update the progress made since the last meeting. Ask what they feel good about.
○ Ask what challenges they had to overcome.
○ Find out what help is needed. (Is anything creating pressure to return to their comfort zone).
○ Set a plan for what they want to do next.
○ Collect documents/Issue vouchers/Double-check contact information
○ Set up the next meeting.</td>
</tr>
<tr>
<td>Open-Ended Questions:
○ How are you feeling about the progress that you are making?
○ What has been working well for you?
○ What challenges have come up, and how are you handling them?
○ How are you doing with your plan?
○ What are some of the challenges that you have faced, and how have you overcome those?
○ What helps you stay committed to your goals?
What is something you are excited about?</td>
</tr>
<tr>
<td>Maintenance:
They maintain the action (6 months or more).
Successfully avoid temptations to stop.
Maintain the new status quo.
Remind themselves how much progress they have made. Remain aware that what they are striving for is personally worthwhile and meaningful.</td>
<td>Agenda for Coaching Meeting:
○ Discuss my dreams and the goals that we set. Tie those dreams to their current action.
○ Ask me how I feel about ESL school/job search/job. Has anything changed?
○ Update the progress I have made since the last meeting. Ask me what I feel good about.
○ Find out what help I need. (Is anything creating pressure to return to their comfort zone).</td>
</tr>
</table>

<table>
<tr><td rowspan="2"></td><td>

Ask them to plan for follow-up support.
Ask them how often it would make sense for you to check in with them.
Ask them what happens if I can't reach them. How should I proceed?
Set a plan for what I want to do next.
Collect documents/Issue vouchers/Double-check contact information
Set up the next meeting.

</td></tr>
<tr><td>
Open-Ended Questions:

What does success look like now, compared to when you started?
What will help you stay focused long-term?
What new goals are you thinking about?
What inspires you to keep going?
What makes you proud when you reflect on your journey?

</td></tr>
<tr><td>
Relapse:
The participant experiences a setback and stops making the change.
Strategy:

Rebuild the relationship
Allow the person to dream again
Figure out what went wrong and how they can stay on track next time.
Support them in using the slip as a learning experience.
Review the plan and commitment to continue.
Adjust the plan as needed.
Plan small, achievable next steps

Check in frequently to see how it is going
</td><td>
Open-Ended Questions to Dream Again/Reset Goals:

When you first joined, you said that you wanted (X). Has that changed?
If you go back in time and think about what made you pursue a (X) career, can you talk about what excited you about going in that direction and whether that has changed?
What would be some good reasons to continue?
If you look into the future and imagine that you have completed (training/first job), what would be different for you?
If you don't complete it, what happens? What happens if you
do?
What motivates you to keep going?

</td></tr>
</table>

	Open-ended questions to figure out what went wrong and how they can stay on track the next time. ○ What went according to plan? What didn't? What got in the way? How did you respond? ○ What would help you rebuild your momentum? ○ How might you adjust your goal or plan? ○ What support or help do you need from me to move forward? ○ In the future, if (X) occurs, how can you handle (x) and stay on track with your goals? ○ What strengths can you draw upon again? ○ What lessons can you learn from this experience? ○ What do you want to achieve? ○ What will help you move forward from here? ○ What assistance do you need from me?