



MOTIVATIONAL INTERVIEWING SKILLS DEVELOPMENT – PEER GROUP WORKBOOK

Module 11: Responding to and Reinforcing Change Talk

A Web Course for The Michigan Department of Community Health

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improving
MI practices

A FEW (HOPEFULLY) HELPFUL REMINDERS:

MI competency is reached through learning and skill-building. The research is clear. To practice MI with proficiency, there must be coaching and continued skill building over time. The following pages provide suggested exercises and discussion points for a peer learning group.

- Most groups gather 4 to 5 individuals together to form a small group and set a hour-long time to get-together. They individually watch the Web Course and then meet in their small group to build skills – based on that module’s learning content.
- Many groups find one module a month is a good frequency. Two weeks of the month to take the Web Course and then the other two weeks to meet as a group.
- Most peer learning groups meet for about an hour in length – once or twice a month.
- You can have a fixed leader (always the same person). You can rotate leadership (each month a different person). Or you can have a “leaderless” group where you take turns directing the group during your hour get-together (everyone helps). You might also have a coach leader (someone well-trained in MI) as a fixed leader.
- Use these discussions and exercises and feel free to add some of your own.

TO DO VS. NOT TO DO RECOMMENDATION:

Bill Miller, co-originator of MI, suggests that when reviewing another’s work, it’s helpful to look for what is MI rather than critique or offer suggestions for interviewing differently or “better.” The benefit of looking for what’s present (not just what’s missing) is that it focuses the individual and group learning on what to do rather than what not to do. Look for the presence rather than the absence. A part of learning MI is learning to be MI in our work – not only with clients but with our colleagues as well. You are invited to consider this concept in your group work.

COLOR CODED KEY:

We’ve made these companion workbooks as easy to use as possible. Recognizing that you are busy professionals, we’ve organized these PG 20 booklets to be color-coded. If the group leader has been too busy to prepare, they can follow the color codes and successfully lead a group. Prepare if you can – but if time is short – you can still have a productive meeting. Just print off the booklet (use a color printer!) and follow the color codes for successful skill-building.

Purple is what the “Leader” says. (You can also rotate who reads this if you wish.)

Orange contains special instructions for the “Leader” that don’t need to be read (but can be if you want).

Yellow is for “doing” or “discussion” breaks that fall in the midst of a given exploration or exercise.

Green is the Answer Key on the final page(s) of the workbook.

BLUE INDICATES SECTION HEADINGS FOR EACH CONCEPT OR SKILL BEING EXPLORED.

MODULE 11 – OBJECTIVES REVIEW

Leader Instructions: Read the following & discuss as desired.

Lesson Objectives	
Objective 1	Please click on the tabs in order to review each objective that will be covered in this module:
Objective 2	You will complete a review of developing discrepancy.
Objective 3	You will be able to recognize that change talk comes in varieties and identify two different types of change talk; preparatory and mobilizing.
Objective 4	You will practice 3 responses to change talk; (1) reinforce it, (2) evoke more of it, (3) explore the change talk.
Objective 5	You will be able to recognize change talk that might be hidden in ambivalent statements. We call this “snatching change talk out of the jaws of ambivalence!”
Objective 6	You will review how to reinforce change talk with “EARS” - Elaborate, Affirm, Reflect and Summarize.
Objective 7	You will engage in actual practice demonstrations of using EARS - evaluating and choosing correct applications of these four responses.

Leader: “In this web module, the primary objectives are listed above. From those learning objectives we will be focusing on the following: Listening for, recognizing and responding to Change Talk”

MODULE 11 REVIEW & PRACTICE: LISTENING, RESPONDING & REINFORCING CHANGE TALK

Varieties of Change Talk



We know that change talk can take different forms. Expression of a client's Desire, Ability, Reasons or Need for change, as well as any commitment to change, are all forms of change talk. We have also learned that change talk can range from ambivalent and tentative to very strong and sure.

Leader: “From the last module, we learned to listen for and recognize Change Talk. Let’s warm up our listening and recognizing skills. In the table on the next page are client statements. Let’s identify if it is Sustain Talk or Change Talk. In the final column, let’s identify which of the DARN-C it might be. A couple of quick reminders might be helpful. DARN-C is an MI acronym for: Desire, Ability, Reason, Need, and Commitment. There can be DARN-C for change or for maintaining the status quo. When we’ve all had a chance to complete the table, we’ll check in about our answers and discuss as needed.”

Doing Break

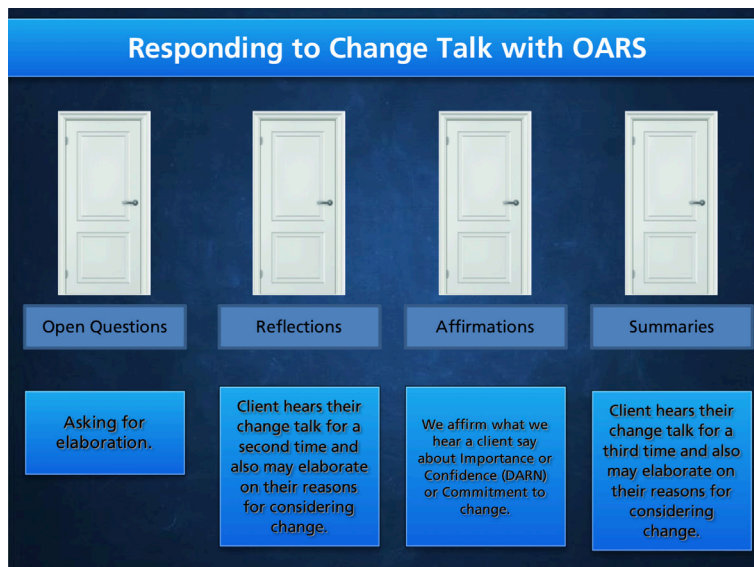
Client Statement	Change Talk or Sustain Talk?	Type: DARN-C
I want my personal life to be my own.		
I believe that using marijuana is something I do on my own time, in my own life. It's nobody else's business but mine.		
Marijuana is an important part of my life.		
I am concerned about something happening at work if I continue to use.		
I'm indulging in using other drugs a little more than I'd like.		
I want to get all of you people out of my life and get on with things.		
I used to drink a lot but I was able to cut back – no problem.		
I think I could stop if I wanted to.		
Yeah, I'll get back in sync with the meds next week.		
I am worried about how I will handle the anxiety if I stop smoking.		

Discussion Break

Leader: “Okay, so let’s think about our own clients and what they say. In the box below, let’s each write a client statement in the space below that sounds like each of the types of Change Talk in the column on the right. When we’re done we’ll share out and discuss.”

Doing Break

My Client Statement	DARN-C



Discussion Break

Leader: “Now that we’ve warmed up listening for and recognizing Change Talk, let’s warm up our EARS. We’ll recall that EARS is the MI acronym for Elaboration, Affirmation, Reflection, and Summary. When we hear change talk, MI encourages us to respond with EARS to Evoke more Change Talk. Elaboration can be done by simply asking an open ended question to encourage more Elaboration. It could be an Open Ended question that expresses our interest or curiosity regarding the person’s thoughts on change. In the table below, let’s go ahead and write down our five favorite client statements from the previous exercise. After we’ve done that, let’s all write down an Open Ended question in the right column that might Evoke even more Change Talk from the client. When we’re done, we’ll share and discuss.”

Our Client Statement	Open-Ended Question Encouraging Elaboration on Change Talk

Doing & Discussion Break

Leader: “Let’s take the same client statements and come up with a Reflection in response to the Change Talk. Could be a simple reflection (stays very close to the client statement) or could be a complex reflection (guesses at the clients meaning, adds feeling, etc.). We’ll check-in when we’re done.”

Our Client Statement	Reflection Responding to Change Talk

Doing & Discussion Break



Leader: “As we all know, our clients don’t come in and share their Change Talk and Sustain Talk in tidy, separate piles. Clients express their Change Talk and Sustain Talk all mixed together. So let’s examine the two client statements on the following page and pick out the Change Talk in both statements by underlining or highlighting it. We’ll see how we match up when we’re all done.”

Client Statement #1: “I work a long day and by the time I get home I’m exhausted and ready to relax. It’s how I relax. I wouldn’t mind finding another way but it’s just what I’ve always done. I like having some wine while I’m making dinner. If I don’t have the kids, I just fix something quick and then kick back and have some drinks while I’m watching TV and get tired enough for bed. I’ll usually have wine with dinner anyhow, and while I’m cooking, but I mean I make something a little nicer when the kids are there.”

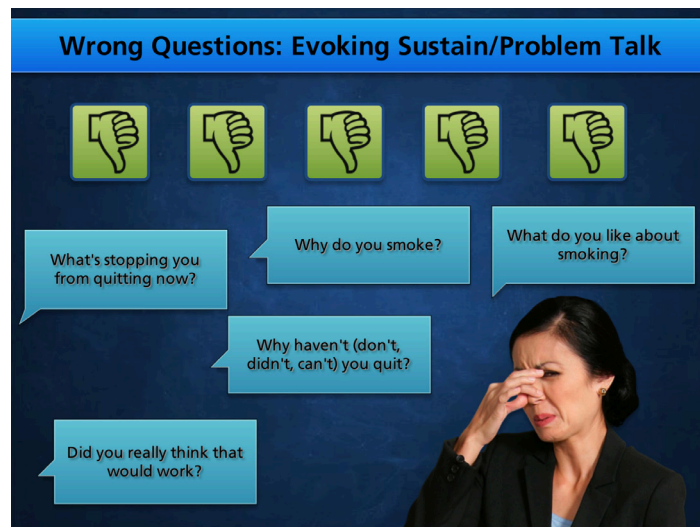
Client Statement #2: “I still insist that this is none of anybody’s business but my own, but y’know, once a kid comes along, you’re even more tied into your monthly bills and making sure your well-being, as far as your income is taken care of. So I’d be a little bit more concerned about something happening at work, me losing my job because I kept smoking. If I play my cards right here, I’ll probably get through this all right and keep my job and everything will be all right, but I don’t know about if this were ever to happen again. And, you know, I guess I would have to admit that somebody bringing up kids should probably have a different lifestyle.”

Doing & Discussion Break

Leader: “Now that we’ve identified the Change Talk in the client statements above, let’s each write two responses to whichever statement we want. We’ll respond with and Affirmation (ascribing value, focusing on strengths that client has expressed or implied) and we’ll respond with a Collecting Summary. A Collecting Summary, we may recall from a previous module, is typically 2 – 3 reflections of Change Talk that we pick out and hand back to the client in a summary “bouquet”. Let’s write our responses in the text boxes below and then check-in when we are all done.”

Affirmation Response:

Collecting Summary Response:



Doing & Discussion Break

Leader: “In a previous module, we learned about the Traps that we want to avoid (Question/Answer, Blaming, Premature Focus, etc.). In this module, we were invited to avoid evoking Sustain Talk by asking some questions that might evoke problem talk or encourage the client to defend the problem. Let's each take a moment and look back over our responses and see how we did. We're not going to discuss it but just take a moment to do a little self-assessment.”

Doing Break

Strong or Not-So-Strong? (cont.)

3. "I could quit drinking anytime I want to."

Not-So-Strong (thumbs down icon) Strong (thumbs up icon)

This change talk is not-so-strong. The client affirms their ability to change (confidence) but does not indicate a need to do so yet (importance)—this could in fact be status quo talk.

4. "I want a new job... I've made four applications already."

Not-So-Strong (thumbs down icon) Strong (thumbs up icon)

This is strong. The client expresses both desire for and steps taken in the direction of change.

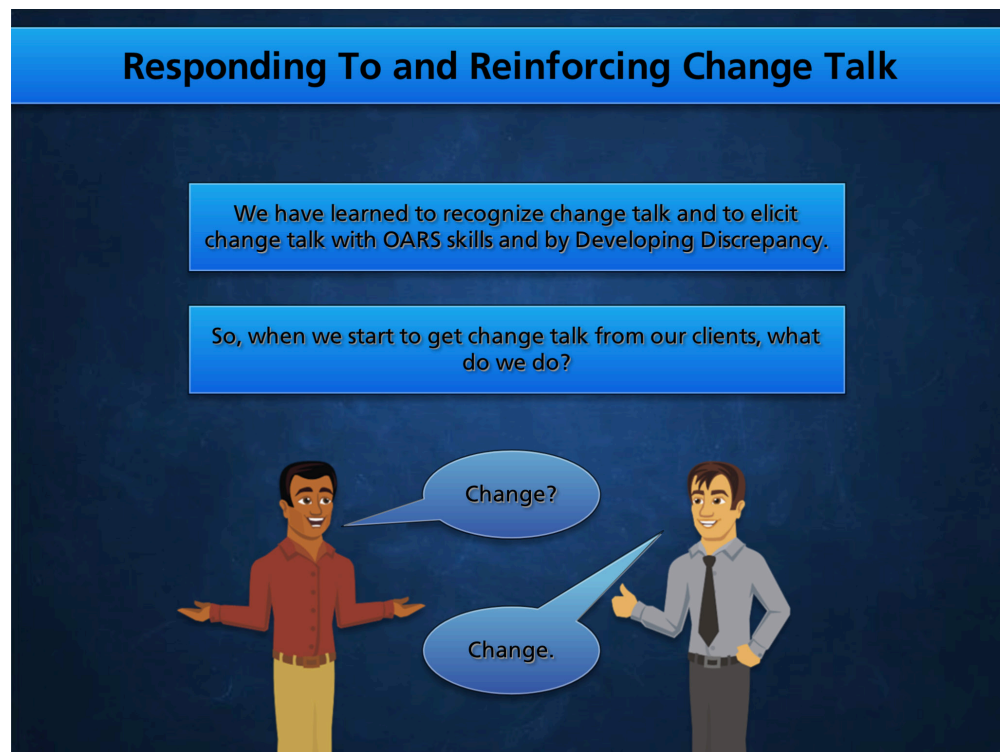
Leader: “This learning module shared that Change Talk can have different degrees of strength. When clients are sharing with us, we might be able to guess what is most important to them. Their statements might include Change Talk related to family, work, health, or other life domains. When this happens, we will want to make a choice as to what Change Talk we are responding to. For the purposes of our current exploration, let's say that we want to respond to the Change Talk topic that is most important to the client. Together,

let's review the client statements on the previous page and make some guesses as to what is most important to these two clients that might motivate them to move toward change.”

Discussion Break

GETTING INTO THE FLOW: EXERCISING OUR EARS

(Leader: Here is an exercise that may be helpful to your team to listen and respond to Change Talk during the flow of a conversation. Feel free to adjust the structure of the exercise as you see fit.)



Leader: “Now we’re going to do an exercise that will allow us to practice listening for and responding to Change Talk in the flow of a conversation. While we could do role plays – but let’s do these as “real” plays. Real plays are issues from our own life that make the interview more genuine. To begin, let’s divide into pairs and pick who will be the first Speaker and who will be the first Listener. Once we are all settled on that, we’ll go through the next set of directions.”

Doing Break

Leader: “I will keep time. Now that we are all paired up, the Speaker is going to talk for two (2) minutes on the following topic, **‘What are my dreams and aspiration in the next five years.’** The Listener is going to use OARS to respond to any change talk that may surface. After two (2) minutes I will call time and then the listener will have 45 seconds to summarize the most important pieces of change talk. When we’re done we will check-in about our experience and then switch. I’ll go ahead and get myself set up and invite you to start.”

NEXT ROUND

Leader: “Based on today’s discussion and exploration – everyone take a moment to respond to the prompts in the text box below.”

1. Between now and our next group learning session, the MI skill or strategy I will explore with my clients is:
2. I will remember to do this by:
3. Something that might get in the way is:
4. I will overcome this by:

Doing Break

Leader Instructions: “Set a date for your next session and a commit-by date for completing the next web module course!”

ANSWER KEYS: MODULE #11

Page 4: Change Talk or Sustain Talk

Client Statement	Change Talk or Sustain Talk?	Type: DARN-C
I want my personal life to be my own.	Change	Desire
I believe that using marijuana is something I do on my own time, in my own life. It's nobody else's business but mine.	Sustain	Reason
Marijuana is an important part of my life.	Sustain	Commitment
I am concerned about something happening at work if I continue to use.	Change	Reason/Need
I'm indulging in using other drugs a little more than I'd like.	Change	Desire
I want to get all of you people out of my life and get on with things.	Change	Desire
I used to drink a lot but I was able to cut back – no problem.	Change	Ability
I think I could stop if I wanted to.	Change	Ability
Yeah, I'll get back in sync with the meds next week.	Change	Commitment
I am worried about how I will handle the anxiety if I stop smoking.	Sustain	Ability

Page 4: Potential Client Change Talk Statements

My Client Statement	DARN-C
I want to graduate.	Desire
I could show up on time if I wanted to.	Ability
If I started coming to school, then I would do better in school.	Reason
I need to do better if I'm going to complete this successfully.	Need
I am going to come to start applying for jobs.	Commitment

ANSWER KEYS: MODULE #11

Page 5: Potential Open-Ended Questions Encouraging Elaboration on Change Talk

Our Client Statement	Open-Ended Question Encouraging Elaboration on Change Talk
I want to graduate.	What are some reasons you would like to graduate?
I could show up on time if I wanted to.	What would be the benefits of you showing up on time?
If I started coming to school, then I would do better in school.	What are some ideas you have on coming to school more often?
I need to do better if I'm going to complete this successfully.	What does better mean to you?
I am going to come to start applying for jobs.	How will you benefit by doing that?

Page 6: Potential Reflections to Change Talk

Our Client Statement	Reflection Responding to Change Talk
I want to graduate.	That's important to your future goals.
I could show up on time if I wanted to.	There's something that makes you want to show up on time.
If I started coming to school, then I would do better in school.	There are some reasons for you to do better in school.
I need to do better if I'm going to complete this successfully.	Getting this behind you is becoming more important to you.
I am going to come to start applying for jobs.	You're really committed to get a job.

ANSWER KEYS: MODULE #11

Page 7: Highlighted Change Talk in Client Statements

Client Statement #1: “I work a long day and by the time I get home I’m exhausted and ready to relax. It’s how I relax. I wouldn’t mind finding another way but it’s just what I’ve always done. I like having some wine while I’m making dinner. If I don’t have the kids, I just fix something quick and then kick back and have some drinks while I’m watching TV and get tired enough for bed. I’ll usually have wine with dinner anyhow, and while I’m cooking, but I mean I make something a little nicer when the kids are there.”

Student/Parent Statement #1: “I still insist that this is none of anybody’s business but my own, but y’know, once a kid comes along, you’re even more tied into your monthly bills and making sure your well-being, as far as your income is taken care of. So I’d be a little bit more concerned about something happening at work, me losing my job because I kept smoking. If I play my cards right here, I’ll probably get through this all right and keep my job and everything will be all right, but I don’t know about if this were ever to happen again. And, you know, I guess I would have to admit that somebody bringing up kids should probably have a different lifestyle.”

Page 7: Potential Responses to Change Talk

Potential Affirmation Response, Statement # 1:

“Despite all you’re stressors you’re still wondering how you can handle them differently.”

Potential Affirmation Response, Statement # 2:

“It’s really important to you to be a good role model for your kids.”

Potential Collecting Summary Response, Statement #1:

“You are really burning the candle at both ends, you have all of this stress and anxiety and you’re starting to wonder how you can be there more for your kids – even more than you already are – by handling all that stress differently.”

Potential Collecting Summary Response, Statement #2:

“You put yourself in a bit of pickle at work and believe you can work your way out of it. You don’t want to end up back in this same situation because you want to be a good parent so you’re really starting to give some strong thought to stopping smoking.”