An Introduction to Motivational Interviewing

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Overview of Motivational Interviewing

Motivational Interviewing (MI) was developed by William Miller and Stephen Rollnick and is defined as a collaborative, person-centered, directive method for addressing the common problem of ambivalence (uncertainty) about behavior change. It was designed to strengthen personal motivation for and commitment to a specific goal by drawing out and exploring a person's reasons for change, within an atmosphere of acceptance and compassion.

While this model was originally developed to help people struggling with addiction, it has also been used more broadly to help people accomplish a variety of goals, such as to improve nutrition or increase exercise, decrease anxiety, depression or gambling, manage chronic health conditions, and increase the life stability of people who are served by basic needs programs or involved with the justice system.

MI recognizes and accepts the fact that people who need to make changes in their lives vary in their readiness to change their behavior. While some people are ready to start taking action to change their situation others are more ambivalent or, in some cases, don't see the need for change. Therefore, MI involves collaboration rather than confrontation, evocation (allowing space for the client to articulate their goals) rather than education, autonomy rather than authority, and exploration rather than explanation. By providing a safe space for the clients to explore the possibility of change, clients are able to identify places where they would like things to be different in their life and set goals that they feel are important.

The process of Motivational Interviewing increases:

- a person's <u>confidence</u> in their ability to change
- the perceived <u>importance</u> of the change
- their <u>commitment</u> to change

Change is more likely as these three things increase.

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A “Way of Being”

The coach can be thought of as a guide who supports, encourages and motivates change. While there are a number of specific skills used to facilitate change, a coach’s “way of being” with a client also has a significant impact on the process. Miller and Rollnick (2013) describe this “way of being” using the acronym PACE (Partnership, Acceptance, Compassion and Evocation).

The points below describe some characteristics of this relationship and “way of being”.

- ✓ Motivation to change is elicited from the client, and is not imposed from outside forces.
- ✓ It is the client’s task, not the coach’s, to articulate and resolve his or her ambivalence or uncertainty about change.
- ✓ Direct persuasion or arguing is not an effective method for resolving ambivalence.
- ✓ The coaching style is generally quiet and draws information from the client.
- ✓ The coach is directive, in that they help the client to examine and resolve uncertainty about change.
- ✓ Readiness to change is not a trait of the client, but a result of interactions with the coach.
- ✓ The relationship between the coach and client resembles a partnership or companionship.

It is very important that individuals using this technique maintain a nonjudgmental and nonconfrontational stance when working with clients. The goal of this approach it to increase the client’s awareness of the potential problems caused by a behavior, the consequences experienced and risks faced as a result of the behavior in question. Coaches help clients imagine a better future, and help clients to increase their confidence and motivation to make that future a reality. It is essential that coaches are careful to meet clients where they are and to refrain from forcing them towards a particular change when they have not expressed a desire for that change.

Four Key Principals of Motivational Interviewing

In MI, coaches provide low-key feedback, roll with resistance, and use a supportive, warm, non-judgmental, collaborative approach. There are four principles that paint the ‘big picture’ of MI and underlie all aspects of this approach:

- Express Empathy
- Develop Discrepancy
- Roll with Resistance
- Support Self-Efficacy

These can be remembered by using the acronym: EE-DD-RR-SS.

1. Express Empathy: Empathy has been called the defining principle of MI. The Webster dictionary’s definition of empathy is: the capacity for participation in another’s feelings or ideas. Another way to think about empathy comes from Carl Rogers who suggested empathy means acceptance and understanding another’s perspective and feelings neutrally, without judging or evaluating in any way. Neutrality is key because acceptance does not necessarily mean approval or agreement.

Generally, listening is associated with empathy because without effectively listening to another, we cannot have empathy for them. One of the first tasks of the coach is to understand the client’s dilemma or ambivalence about change. This expression of empathy involves active listening and understanding from another person’s perspective.

2. Develop Discrepancy: Developing discrepancy is where MI departs from a client-centered or humanistic approach because it is specifically directive. In MI coaches work to develop discrepancy between the way things currently are and the way a client would like things to be. By developing the discrepancy between the way things are and the way a client wants things to be, the coach is helping them get ‘unstuck.’ The intent is that by building discrepancy the person will be motivated to make changes in their life.

The most effective way to develop discrepancy is for the client to talk about their reason for change. Eliciting these statements increases motivation for change and decreases uncertainty about change. One common strategy used in MI to develop discrepancy is a “Pros and Cons activity” in which the pros/cons of current behavior and the pros/cons of changing are listed by the client.

3. Roll with Resistance/Reflect Discord: Resistance is defined as refusal to accept something new or different, or effort made to stop or fight against someone or something. When a coach argues with a client for change the client is likely to argue against what the coach is suggesting. This is often referred to as resistance.

In Motivational Interviewing, coaches provide low-key feedback, roll with resistance, and use a supportive, warm, non-judgmental, collaborative approach.

In MI, “resistance” is thought of as a signal or red light to do something else. When the client sounds uninterested, unmotivated, or oppositional the coach “rolls with it.” Rolling simply means getting out of the way of resistance and not engaging in it. “Psychological judo” is a metaphor from Jay Haley and strategic family therapy that is frequently used to illustrate this principle. In the martial art of judo, an attack by another is not met with direct opposition, but rather by using the attacker’s momentum to one’s own advantage. Instead of fighting against the attacker, one “rolls” with the other’s momentum or energy and, in effect, gets out of harm’s way as resistance is reduced.

4. Support Self-Efficacy: Self-efficacy is a person’s belief in their ability to carry out a specific behavior. It is similar to confidence, but more specific and tied to a particular activity or behavior. If one feels that making a change is very important, but has no idea of how to go about making the change, one's low self-efficacy for making the change is likely to jeopardize the change attempt. In MI, the coach encourages a realistic belief that change is possible.

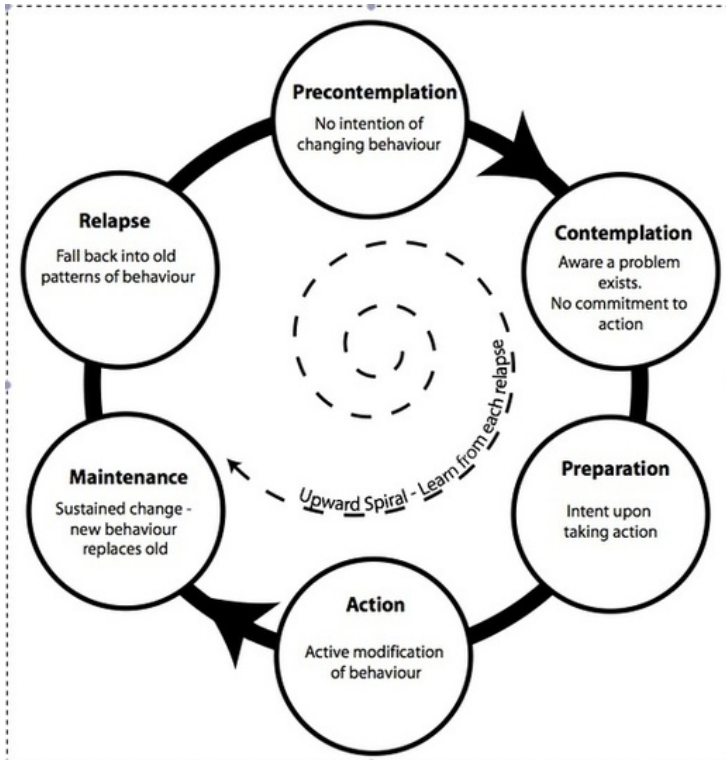
One way to assess self-efficacy is by using the Readiness for Change Ruler. Instead of asking clients how ready they are to make a change, ask how confident and committed they are to make the specific change on a scale of 1 to 10 or how important the change is on a scale of 1 to 10.

The "supporting" part of this principle refers to the power of expectation. When a coach believes in a client, and is able to convey this, the client is likely to have more belief in their ability to makes changes in their life. Another strategy for enhancing self-efficacy is to explore past successes. The coach can encourage the client to apply what worked in the past to a current situation.

The Stages of Change

Researchers have found that people go through a set of stages when they make changes in their lives. The Stages of Change Model is a theory that describes the process people go through when they successfully make changes in their lives. The goal of MI is to engage in a dialogue that facilitates change and supports clients as they move through the stages of change.

- **Precontemplation**
- **Contemplation**
- **Preparation**
- **Action**
- **Maintenance**



Precontemplation

Description:

Individuals in the precontemplation stage of change are not yet thinking about changing their behavior. It does not occur to them that there is a behavior to change.

MI Techniques and Questions:

Raise doubt and increase the client's perception of the risks and problems with their current behavior. Provide harm reduction strategies.

- *"What would have to happen for you to know that this is a problem?"*
- *"What warning signs would let you know that this is a problem?"*
- *"Have you tried to change this in the past?"*

Contemplation

Description:

Individuals in this stage of change are willing to consider the possibility that they have a problem, and the possibility offers hope for change. But they are not ready to start planning for change or taking action.

MI Techniques and Questions:

Coaches help the client consider the pros and cons of change. The client will likely become more committed to change and ready to make a specific plan for change as they explore the reasons for change and the risks of not changing, and experience increased confidence in their ability to change.

- *"Why do you want to change at this time?"*
- *"What were the reasons for not changing?"*
- *"What would keep you from changing at this time?"*
- *"What are the barriers that currently keep you from change?"*
- *"What might help you with that aspect?"*

Preparation

Description:

Individuals at this stage decide that they are ready to make a change in their life and are committed to action. During the preparation stage individuals begin planning what they will need to do to make a change.

MI Techniques and Questions:

Collaboratively set clear goals. Help the client to develop a realistic plan for making a change and taking steps toward that change.

- *"What will help you make the changes you desire?*
- *"What types of support will you need to make this change?"*
- *What challenges might you encounter as you make this change?"*

Action

Description:

Individuals in this stage of change put their plan into action and take concrete steps towards reaching their goals.

MI Techniques and Questions:

Encourage and support the client as they take steps toward change. Build self-efficacy by pointing out successes and strengths.

- *"How do you feel now that you have made changes in your life?"*
- *"What will help you continue on the course you are on?"*
- *"How do you think these changes will impact your life?"*

Maintenance

Description:

Change requires building a new pattern of behavior over time. The real test of change is long-term, sustained change over many years. This stage of successful change is called "maintenance." In this stage, new behaviors become firmly established, and the threat of returning to old patterns becomes less intense and less frequent.

MI Techniques and Questions:

Help the client to identify signs of relapse and use strategies to prevent it.

- *"What supports do you need to keep from returning to previous behaviors?"*
- *"How is your life different now that you have made these changes?"*

The Process

According to Miller and Rollnick (2012) the process of Motivational Interviewing can be divided into four phases:

- Engaging
- Focusing
- Evoking
- Planning

During each part of the process different goals and tasks will occur to support a person's change. These processes are associated with the Stages of Change.

Engaging

The first phase of the MI process is called engaging. During this phase, the client and coach build relationship, rapport and trust. The coach listens with the goal of understanding the client's situation and perspective. MI skills are used to elicit information and understand the person's reasons for change and reasons for not changing.

Stage of Change:
Precontemplation or Contemplation

Focusing

During the second phase, focusing, the coach helps the client identify an area where he or she would like to focus the conversation. Often this is an area where the person is experiencing some ambivalence about making a change.

Stage of Change:
Contemplation

Evoking

During this phase, the coach uses MI techniques to draw out the client's reasons for change. This is done by encouraging and reinforcing change talk, which is described in more detail on page 11.

Stage of Change:
Contemplation

Planning

Once the client is ready to start making a plan to support their desired change they have moved to the planning phase. During this phase the coach and client work together to create a detailed plan that in time the client will implement to achieve their desired change.

Stage of Change:
Planning and Action

Use Your “OARS”

The practice of MI involves skillfully using techniques to guide the process and conversation in a way that elicits change talk and increases the client’s confidence in their ability to change and their commitment to change.

OARS

OARS is a simple way to remember the basic approach of MI. Open-ended questions, affirmations, reflections, and summaries are core strategies used to move the process forward by establishing a therapeutic alliance and eliciting discussions about change.

Open–ended questions are those that are not easily answered with “yes” or “no,” or a short answer containing limited information. Open-ended questions invite elaboration and thinking more deeply about a topic. These questions create motivation and momentum that help a client consider more fully the possibility of change.

Examples of open-ended questions:

- *“What types of things would you like us to talk about?”*
- *“How did you first get started drinking?”*
- *“What would change if you started working?”*
- *“How do you think your nutrition is related to the health problems you talk about?”*

Examples of closed-ended questions not appropriate for MI:

- *“Don’t you think your family has been hurt enough by your drug use?”*
- *“Isn’t your friend’s idea that you should get a job really a good one?”*
- *“Have you ever thought about taking the stairs instead of waiting for an elevator to take you up three floors?”*

Affirmations are statements that recognize the strengths of the client. They help to build relationship between the coach and the client, and help the client see themselves in a more positive way. It is important for affirmations to be genuine and consistent. Affirmations can encourage clients when previous efforts at change have been unsuccessful and can reframe behaviors as signs of a positive quality rather than a negative one.

Examples of affirmations:

- *“I appreciate your honesty (if you know she is being honest).”*
- *“I can see that caring for your children is important to you.”*
- *“It shows commitment when you come back to coaching appointments.”*
- *“You have good ideas.”*

Reflections, or reflective listening, are one of the most crucial skills in MI. First, reflections are used to express empathy, or understanding of what another person is experiencing. When the coach carefully listens and responds in a reflective manner, the client comes to feel that the coach understands the issues from their perspective. In addition, reflective listening is a key intervention that can be used to guide the client towards change. When used in this way, reflections can guide the client towards resolving uncertainty about change by focusing on the negative aspects of staying the same and the positives of making change. There are several levels of reflection ranging from simple to more complex. Different types of reflections can be used as clients demonstrate different levels of readiness for change.

Simple and Complex Reflections:

Simple: Either repeating what someone has said or rephrasing what a person has said with a few word substitutions that may slightly change the emphasis.

Complex: These reflections achieve a deeper level of understanding. The coach is not reflecting on content as much as the meaning or emotion underneath what the person is saying. These types of reflections often help the client have new insights into their feelings, ambivalence or motivations. Examples of different types of complex reflections are provided on pages 9 and 10.

Summaries are a special type of reflection where the coach recaps all or part of a session. Summaries communicate interest in and understanding of the client's situation and perspective. Summaries can also be used to call attention to important points made during the session. Summaries can highlight both sides of a client's uncertainty about change. Additionally, they can be used to develop discrepancy by intentionally selecting information that highlights the difference between how things are in the present and how the client wants things to be in the future.

It is important for coaches to remember to stay in the position of eliciting change talk from the client. This may involve asking questions about how they want to go about changing, where they want to start, what that will look like for them, what barriers exist, and how they might address those barriers.

Example of Summaries:

"So Sally, let me make sure I have got this right. You care about your children very much, and you don't want to chance having social services intervene. You believe you need to change your living situation so it is more stable and aren't quite sure how to do that. Is that it?"

Summaries communicate interest in and understanding of the client's situation and perspective.

Complex Reflections

A complex reflection is a reflection that adds meaning beyond what the person stated. When a complex reflection is used, the coach guesses what the client may have meant. Complex reflections should be stated as questions. This allows the client to clarify what they meant or confirm that the coach's guess was correct.

There are many different types of complex reflections and it will take new coaches quite a bit of time to practice and become comfortable with using each.

Amplified:

Takes what the client said and increases the intensity of the "sustain-talk." When hearing an amplification of what was communicated, a client will often reconsider what he or she said and clarify.

Client: "I'm here because my girlfriend made me come here."

Coach: "That's the only reason why you're here."

Come Alongside:

This technique is used to align with the client and is helpful when the client has not decreased their "sustain talk" in response to other techniques.

Client: "I've tried this AA thing a million times and it doesn't work for me. How can other people with drinking problems tell me what to do? Plus, I just get too nervous. I get too scared to open up, then I just clam up. It's not for me."

Coach: "It really may be too difficult for you. AA is not the best fit for everyone, even though it's effective. Being a part of the group means making your contribution and it might not be worth the discomfort. Perhaps it's better to stay as-is."

Metaphor:

Paints a picture that can clarify the client's position.

Client: "I can't take too much more of this anxiety."

Coach: "You want to be in a better space."

Double-sided:

Reflect both sides of the client's ambivalence so that the client hears both the "sustain-talk" in his or her communication and the "change-talk."

Client: "I know that I made a mistake, but the hoops they are making me jump through are ridiculous."

Coach: "You made a mistake and it sounds like you feel badly about that, but you also think that people are asking you to do too much."

Shifting Focus:

Provides understanding for the client's situation and attempts to get around a "stuck" point by simply side-stepping.

Client: "What do you know about being in recovery? You probably never had a drug problem."

Coach: "It's hard to imagine how I could possibly understand."

Agreeing With a Twist:

This is a complex technique that combines a reflection and reframing. It gives the client confirmation that they were "heard" and then offers another perspective on their communication.

Client: "I can't imagine myself not drinking. It's a part of who I am, it's how I escape and it helps me get through the day."

Coach: "You can't live your life without drinking. It's such a part of who you are that you will keep drinking no matter what the cost."

Siding with the Negative:

Landing on one side of the ambivalence elicits the other side of the client's ambivalence.

Client: "My health isn't that bad."

Coach: "There's no reason for you to be concerned about your health."

Reframing:

Putting another frame around the client's story. This technique takes a client communication and gives it a different twist. It may be used to give a positive spin on a negative client statement

Client: "I've tried to get my GED so many times and I always quit."

Coach: "You are persistent, even in the face of discouragement. This change must be really important to you."

Emphasize Personal Choice:

Clients ultimately always choose a course of action and this technique simply acknowledges this fact. Acknowledging this can sometimes help a client recognize that they are making a choice. These statements reflect the client's autonomy, control and ability to make his or her own decisions.

Client: "I really want to get a job, but I'm not ready yet."

Coach: "Working is really important to you. You'll start when you're ready."

Reflection of Feeling:

The deepest form of reflection that draws out an emotion underlying a statement.

Client: "If I don't stop drinking, I won't be able to qualify for a transplant, and I could die."

Coach: "You're worried that your drinking is a matter of life and death for you."

Listening for Change Talk

Change talk is defined as statements made by the client that demonstrate consideration of, motivation for or commitment to change. Conversely, sustain-talk occurs when a client argues against their own change by denying the problem, disagreeing, becoming angry, being overly passive, blaming or accusing. Examples of sustain-talk include:

"I don't have a problem, it is all a mistake."

"My wife thinks everyone has a problem because her father is an alcoholic."

"I've tried so many times, and always fail."

In MI the coach listens for expressions of importance, confidence, and readiness or commitment to change. When these expressions are heard, the coach guides the client to elaborate on the expression of change talk as a pathway to change. This process is called "eliciting change talk."

This technique differs from OARS because it is more directive. Using OARS will keep you afloat and may help you steer towards the client's goals. Eliciting change talk is a strategy that helps to establish and resolve ambivalence and move forward. Research shows that the more someone talks about change, the more likely they are to change.

Different types of change talk can be described using the mnemonic DARN-CAT. The first four types of change talk (DARN) are considered "preparatory change talk" as they are preparing a person for the planning process. The last three types of change talk (CAT) are referred to as "mobilizing change talk" because the client is just about ready to start planning and taking action:

Preparatory Change Talk (DARN)

D = Desire Statements (I want to change).
Statements indicating a desire to make a change.

"I'd like to quit drinking if I could."
"I would like to find a job."
"I wish I could make ends meet each month."

A = Ability Statements (I can change).
Statements that speak to the client's self-efficacy or belief in their ability to make a change.

"I think I could do that."
"That might be possible."
"If I had someone to help me I could probably finish my résumé."

R = Reason Statements (It's important to change).
Statements that reflect the client's reason for considering a change.

"If I had a job I would have more money."
"I don't like my kids seeing me like this."
"My family would be healthier if I learned how to cook healthy foods."

N = Need Statements (I should change).
Statements that indicate need for change. These can be similar to "R" statements, but the reason may be more emotional than cognitive.

"I will end up homeless if I don't find work soon."
"Life would be a lot less overwhelming if I addressed my depression."
"I will die if I keep using like this."

The DARN statements are important to recognize and then emphasize by reflecting or directing the client to further elaborate. These statements play a significant role in helping the client express the "C" or "Commitment to Change." Once the client begins expressing Commitment to Change statements they are demonstrating what is called "mobilizing change talk". This suggests a stronger level of commitment to change and possibly a readiness to take steps towards behavior change.

Mobilizing Change Talk (CAT)

C = **Commitment to Change** (I will make a change). Statements that express commitment or intention to engage in behaviors that will result in change.

"I will attend job training classes."
"I am planning to apply for a job next week."

A = **Activation** (I am ready, prepared, willing to change). A stronger commitment to change in which the person is ready and willing to take action.

"Let's make a plan for how I can further my education."
"When I get home I am going to get rid of all of the unhealthy food in my house."

T = **Taking Steps** (I am taking specific actions to change). The client has actually taken a step towards change. The client has switched from considering change, to taking steps to make their situation different.

"Yesterday I applied for a job at the grocery store."
"I registered for a GED program so I can further my education."
"I met with a counselor for the first time last week."

Once the client begins expressing Commitment to Change statements they are demonstrating what is called "mobilizing change talk". This suggests a stronger level of commitment to change and possibly a readiness to take steps towards behavior change.

Eliciting Change Talk

Eliciting change talk is a key component of MI. The coach asks questions and interacts with the client in such a way as to elicit or draw out change talk. A number of strategies can be used to foster this type of dialogue.

Ten Strategies for Eliciting Change Talk:

ASK OPEN-ENDED QUESTIONS: Ask open-ended questions to help the client articulate the changes they want in their life.

"It sounds like you're really considering a change. Tell me more about what you are thinking."

EXPLORE DECISIONAL BALANCE: First, ask for the good things about not changing, then ask for the not-so-good things. Next, ask for the good and not-so-good things about changing. The Pros and Cons Worksheet can be used as a tool for this. This worksheet can be found in Appendix B.

"What are the good things about ________?"
"What are the benefits of stopping _____________?"

ASK FOR ELABORATION: When a change talk theme emerges, ask for more details.

"In what ways?"
"Tell me more."
"What does that look like?"

ASK FOR EXAMPLES: When a change talk theme emerges, ask for specific examples.

"When was the last time that happened?"
"Give me a specific example."
"What else?"

LOOK BACK: Ask about a time before the current concern emerged.

"How were things better or different before?"

LOOK FORWARD: Ask what may happen if things continue as they are. Try the miracle question.

"If you were 100% successful in making the changes you want, what would be different?"
"How would you like your life to be five years from now?"

QUERY EXTREMES: Consider the extreme consequences of changing and not changing.

"What are the worst things that might happen if you don't make this change?"
"What are the best things that might happen if you do make this change?"

USE CHANGE RULERS: Use a Change Ruler to assess importance and confidence. See Appendix C.

"On a scale from one to ten, how important is it to you to [target change], where one is 'not at all' important, and ten is 'extremely important'?"
"What might happen that could move you from ___ to [higher number]?"

EXPLORE GOALS AND VALUES: Ask about the person's guiding values and goals to heighten internal conflict or increase awareness of discrepancy.

"What do you want in life?"
"Does (specific behavior) help you accomplish your goals or values, or interfere with accomplishing them?"

COME ALONGSIDE: Explicitly side with the negative side of ambivalence (not changing).

"Perhaps (specific behavior) is so important to you that you won't give it up, no matter what the cost."

Eliciting change talk is a key component of MI. The coach must ask questions and interact with the client in such a way as to elicit or draw out change talk. A number of strategies can be used to foster this type of dialogue.

Common Traps

Practitioners who use MI have discovered a number of traps that weaken the full effectiveness of this technique. The most common traps are listed below:

1. **The Question Trap:** Setting the expectation that the coach will ask questions and the client will answer. This fosters passivity. Asking open-ended questions, making space for the client to talk and using reflective listening are strategies that can be used to avoid this trap.

2. **Labeling Trap:** Diagnostic or other labels represent an obstacle to change. It is best to avoid problem labels and refocus attention when they arrive. For example, "Labels are not important, you are important, and I'd like to hear more about…"

3. **Premature Focus Trap:** When the coach persists in talking about his or her own conception of the problem and the client has different concerns, the coach gets trapped and loses touch with the client. To avoid this, the coach should start with the client's concerns, rather than their own assessment of the problem. Later on, the client's concerns may lead to the coach's original belief about the situation.

4. **Taking Sides Trap:** When the coach detects some information indicating the presence of a problem and begins to tell the client about how serious it is and what to do about it, they have taken sides. This may elicit resistance from the client. As the coach argues their view, the client may argue their side.

5. **Blaming Trap:** Some clients show defensiveness by blaming others for their situation. It is important to diffuse blaming by explaining to the client that blaming is not the purpose of coaching. For example, "Who is to blame is not as important as your concerns about the situation."

6. **Expert Trap:** When the coach offers advice or gives the impression that they are the expert, the client often responds by becoming passive. In MI the client is always the expert about his or her situation, values, goals, concerns and skills. In MI, coaches collaborate with the client and offer them an opportunity to explore and resolve ambivalence about change.

The MI Process in Coaching

The protocol described in this manual can be used flexibly in a variety of different types of programs. The number of sessions and session length may vary.

This section describes how MI skills can be used in coaching to facilitate change. During coaching, the coach and client will collaboratively establish goals and work together to achieve the goals. The details of this process are described in the following paragraphs.

For each goal area, the coach will guide the client through each phase of the MI process.

- **The First Session (Engaging)**
- **Facilitating Change**
  - ***Focusing***
  - ***Evoking***
  - ***Planning***
  - ***Supporting Change***
- **The Last Session**

THE FIRST SESSION (ENGAGING)

People usually enter coaching in the contemplation stage of change. They are considering making various changes in their life, but have not yet made a specific plan to do so or taken action.

During the first session, the coach conducts an intake assessment to learn more about the client and their current situation. The MI assessment protocol can be described as an "MI sandwich" in which a more structured assessment process (e.g. completion of intake questionnaires) is sandwiched between two client centered MI interventions. At the onset of the session the coach starts a discussion using OARS, then gently shifts to a more formal assessment, and then moves back to an MI discussion of change.

During coaching, the coach and client will collaboratively establish goals and work together to achieve the goals.

MI "Sandwich" Concept:

MI strategies during opening 15 minutes
Intake assessment and surveys 45 minutes
MI strategies during closing 15 minutes

Step 1: The top of the MI Sandwich involves building rapport with the client and using OARS skills to begin a discussion of the client's perception of his or her problems or current situation. This allows the coach to get an idea of the client's readiness to change and any resistance they might encounter. This usually take 10-20 minutes.

Step 2: The middle of the MI Sandwich involves completing all of the questionnaires contained in the program's intake packet. During this step the coach will acquire a variety of different types of information which may include standardized questionnaires. Once the intake is completed the coach may offer a summary of the information collected.

Step 3: The bottom of the MI Sandwich involves summarizing the intake and highlighting areas of strength and challenges. The coach may check in with the client to see how he or she is feeling about their first session and ask if they have any thoughts about where they would like to focus for the next session. Coaches often close the first session by asking the client to consider goals they have for themselves or changes they would like to see in their life.

FOCUSING

Next, the coach helps the client describe the goals they have for their life and move into the contemplation or preparation phase. In some cases, the client may begin feeling unsure if they would like to make changes in their life or take action to achieve their goals. Agenda mapping can be a helpful strategy to help clients select a goal to focus on. By the end of this phase, the client selects a goal area to focus on and sets a "SMART" goal.

Maslow's Hierarchy and Goals

A client may enter a coaching program because of a crisis situation (e.g. fear of utilities being cut off or lack of food). It is helpful to first address the crisis situation that is causing stress and anxiety. Once that situation is resolved, the client often has an increased ability to focus on longer-term goals.

Consider Maslow's Hierarchy in setting goals. If there are unmet needs at the bottom of the pyramid, it is often difficult for a client to consider goals higher on the pyramid. For example, if a client does not have food, it will be hard for them to consider educational or employment goals. Goals related to the higher levels of the pyramid are more closely linked to sustainable change (e.g. education, employment, job training); however, a coach must address lower level needs first (e.g. food, shelter, safety) so the client is not in a crisis state and has the ability to think beyond the present situation.

During the focusing phase the coach may use the following handouts to encourage change talk and develop discrepancy:

Personal Goals Worksheet: This handout provides a list of possible areas where the client may desire change. This handout is meant to foster discussion and develop discrepancy between the client's current situation and desired future. After discussing each area, ask the client to consider some areas where they wish things were different. The purpose of this form is to facilitate dialogue to help the client identify their goals and ultimately develop "SMART" goals. "SMART" goals are specific, measureable, achievable, realistic and timely. After completing the handout, ask the client if they are willing to consider the pros and cons of making changes in this area the next time you meet. See Appendix A.

Agenda Mapping Worksheet: This worksheet can be used to help a client focus on a goal area. It contains circles in which various possible goals can be written, or "mapped out." This creates a visual of different areas where the client may consider setting goals. After mapping out potential goals, the client is asked to create a "SMART" goal. See Appendix F.

EVOKING

Once a goal has been identified, the coach evokes change talk to increase the client's confidence in their ability and commitment to change. During this phase, the client moves from contemplation to preparation. The coach will continue to use OARS techniques, but will also more intentionally evoke change talk and provide space for the client to elaborate on change statements. The specific strategies described on pages 13 and 14 can be used to elicit change talk. By the end of this phase, the client is ready to begin to make a plan to accomplish their goals.

During this phase, the coach may use the following handouts to increase client confidence and commitment to change:

Pros and Cons Worksheet: The Pros and Cons worksheet is a tool that helps develop discrepancy by facilitating a discussion during which the client considers the pros and cons of changing and not changing. This also serves to increase motivation and decrease ambivalence to change. The pros and cons to changing and not changing should be explored with each goal before creating an action plan for change. See Appendix B.

Readiness Ruler: This is a classic MI technique that explores the client's readiness to change. For each, ask the client how confident, committed and ready they are to make the change. Follow-up questions that can be used when administering this worksheet include, "Why are you at ___and not _____ [lower number than they stated]?" or "What might happen that could move you from ___ to [higher number]?" See Appendix C.

PLANNING

During the planning phase, the client and coach collaborate to develop a specific plan for achieving the goal. Coaches may choose to use the Action Plan form described below to facilitate this conversation. Strong action plans include a "SMART" goal, steps that will be taken to accomplish the goal, additional resources or supports needed to accomplish the goal, potential barriers to accomplishing the goal and strategies for overcoming barriers. By the end of this phase the client is ready to start taking action on the steps described in the action plan and moves from contemplation to preparation.

Action Plan Form: The purpose of this form is to facilitate the development of a detailed plan that will help the client achieve the goals outlined during the previous phase of coaching. The Action Plan process facilitates dialogue about the action steps the client needs to take to accomplish their goals, potential barriers to achieving their goals, and additional support and services needed to achieve their goals. It is important for clients to have a copy of their own action plan. See Appendix D.

Referral Form: This form can be used to provide information to clients about community programs that can help them meet their goals. The coach and client may make calls to these programs together during sessions to support the client as they make initial contact with the program to ask questions or enroll. See Appendix E.

SUPPORTING CHANGE

Once a plan has been established, the client is ready to start taking action steps towards their goals. The action steps should be documented on the Action Plan Worksheet. During this phase, the coach encourages the client to continue taking steps towards their goals and celebrates successes as a way of building the client's confidence and self-efficacy.

As the client takes steps to achieve their goals, the coach's job is to support change by encouraging the client and supporting their self-efficacy as they take steps towards change. During this phase, of coaching the client moves into the action stage of change. It is very important that the coach affirms the client and points out successes, as well as conveys to the client through words and actions that they have confidence in their ability to make changes and succeed.

THE FINAL SESSION

It is important to end the coaching process well. This means celebrating the successes of the client, affirming appreciation of the time spent together and marking the last session as a special accomplishment. The coach may point out to the client that their completion of the coaching program marks a significant achievement. It demonstrates their commitment to making positive changes in their life.

A certificate of completion may be provided to each client that completes the program regardless of actual action steps taken towards accomplishing goals. Coaches may point out strengths they have noted in their client and the steps they have taken towards accomplishing their goals. In some cases the coach may want to write a closure letter stating these things. This provides the client with a tangible reminder of their strengths and the achievements that occurred while meeting with the coach.

A Visual of the MI Process

This visual shows the MI process for each goal as well as forms that can be using during each phase of the MI process. Clients may be simultaneously working on multiple goals and be in different phases of the MI process for each goal.

SESSION ONE

☐ Intake Forms

FINAL SESSION

☐ Closure Certificate

Identifying Clients

While anyone may receive coaching support, clients in different life situations will benefit in different ways.

Generally, it is best to engage clients that are in the contemplation or preparation stage of change. It may take a longer period of time or more intensive intervention to facilitate change for a person who does not want to make any changes in their life or who does not want to receive coaching services.

Further, certain groups of individuals with serious unaddressed problems may not be ready to develop goals and start taking action to achieve their goals. Groups that fit this description include individuals:

- Who are experiencing a serious mental illness (SMI), but not receiving treatment
- Who are addicted to substances, but not receiving treatment
- Who are chronically homeless

It is okay to offer the program to seniors and individuals receiving disability; however, the goals set should match the person's ability and life situations. For many receiving coaching support, the long-term goal is that a person is able to make enough changes in their life that they no longer need basic needs assistance. For many seniors and people with serious disabilities, this may not be possible. Goals should reflect areas where the person is able to make meaningful changes in their life such as goals related to physical health, emotional health or additional basic needs support.

In situations where a program has specific eligibility requirements, the coach can simply let the person know that they do not meet the eligibility requirements for the program and offer a referral to a different program where that person can receive support. In cases where there are not specific eligibility requirements, but the coach feels the client will not benefit from the program they may offer a referral to a program that will better meet their specific service needs.

For example, if a person seeks coaching but is actively addicted to substances, the coach may suggest that they first address their struggle with addiction and offer a referral to a substance abuse treatment program. This will help the person address their struggle with addiction so they are in a place where they are ready to make changes in other areas of their life.

Worksheets

Appendix A: Personal Goals Worksheet
Appendix B: Pros and Cons Worksheet
Appendix C: Readiness for Change Worksheet
Appendix D: Action Plan Worksheet
Appendix E: Program Referral Form
Appendix F: Agenda Mapping
Appendix G: Sample Case Notes

Personal Goals Worksheet

Consider the following areas of your life and talk through each set of questions with your case manager:

Food and Basic Needs: Do you have enough food each month for your household? Are you able to obtain enough toiletries for your household?

Education: Do you have a high school diploma or GED? Do you want to further your education?

Employment: Are you currently employed? Do you earn enough money to provide for your household?

Health Care: Do you have health insurance?

Health and Nutrition: Do you eat well-balanced nutritious meals each day? Do you exercise regularly? Do you visit a doctor for preventive care? Are you currently taking care of any physical health conditions you might have?

Emotional Health/Substance Abuse: Do you feel emotionally-well on a daily basis? Are you receiving appropriate support for struggles with addiction or mental illness? Do you have people that can support you when you need it?

Housing: Do you have adequate, safe, and affordable housing?

Childcare: Do you have high-quality and affordable childcare for your children?

Parenting: Do you feel confident and supported as a parent?

Transportation: Do you have reliable and accessible transportation when you need it?

Daily Living Skills: Do you know how to take care of yourself and your household on a daily basis (i.e. make appointments with service providers, keep up with housework, budget money each month)?

Identify 3 areas where you would like to make some changes in your life:

1.

2.

3.

Identify a SMART goal for each area listed:

specific, measureable, achievable, realistic, and timely

1.

2.

3.

URBANALLIANCE

This form was created by Urban Alliance.

Pros and Cons Worksheet

It is important to consider all "sides" before making a change. For each of the goals you have discussed with your case manager, consider the benefits/pros and the costs/cons of making each change in your life. Also consider the benefits/pros and the costs/cons of *not* making the change.

Thinking through the pros and cons of both changing and not making a change is one way to help us make sure we have fully considered a possible change. This can help us to "hang on" to our plan in times of stress or temptation.

Potential Change/Goal: ______________________________

	Benefits/Pros	Costs/Cons
Making a Change	1. 2. 3. 4.	1. 2. 3. 4.
Not Changing	1. 2. 3. 4.	1. 2. 3. 4.

This form was created by Urban Alliance.

Readiness for Change Worksheet

Write each of the goals you discussed last session on the lines below and consider the following questions.

Goal #1: ____

- How confident are you about making this change? _____
- How committed are you to making this change? _____
- How ready are you to change? _____

Goal #2: ____

- How confident are you about making this change? _____
- How committed are you to making this change? _____
- How ready are you to change? _____

Goal 3: ____

- How confident are you about making this change? _____
- How committed are you to making this change? _____
- How ready are you to change? _____

Readiness Ruler

……1……...…2………...3………...…4…………..5……...……6…….…7………8………....9………..…10

Not at all **Somewhat** **Very Much**

URBANALLIANCE *This form was created by Urban Alliance.*

Action Plan Worksheet

Please complete this form for each goal you have decided you would like to work on with your case manager. Make sure your goal is SMART (specific, measureable, achievable, realistic, and timely.)

Goal: ____

1. List the steps you need to take to achieve this goal. Consider everything you will need to do to move from where you are now, to where you will be when the goal is achieved.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

2. What barriers might you encounter as you work towards this goal?

3. What will help you to overcome those barriers?

4. Are there other programs or supports you will need to help you accomplish this goal?

URBANALLIANCE *This form was created by Urban Alliance.*

Program Referral Form

Program Name: ______________________________

Type of Program: ______________________________

How the program helps people: ______________________________

Contact Name: ______________________________

Phone Number: ______________________________

Describe the next steps that need to be taken to access the service:

1. ______________________________
2. ______________________________
3. ______________________________

Program Referral Form

Program Name: ______________________________

Type of Program: ______________________________

How the program helps people: ______________________________

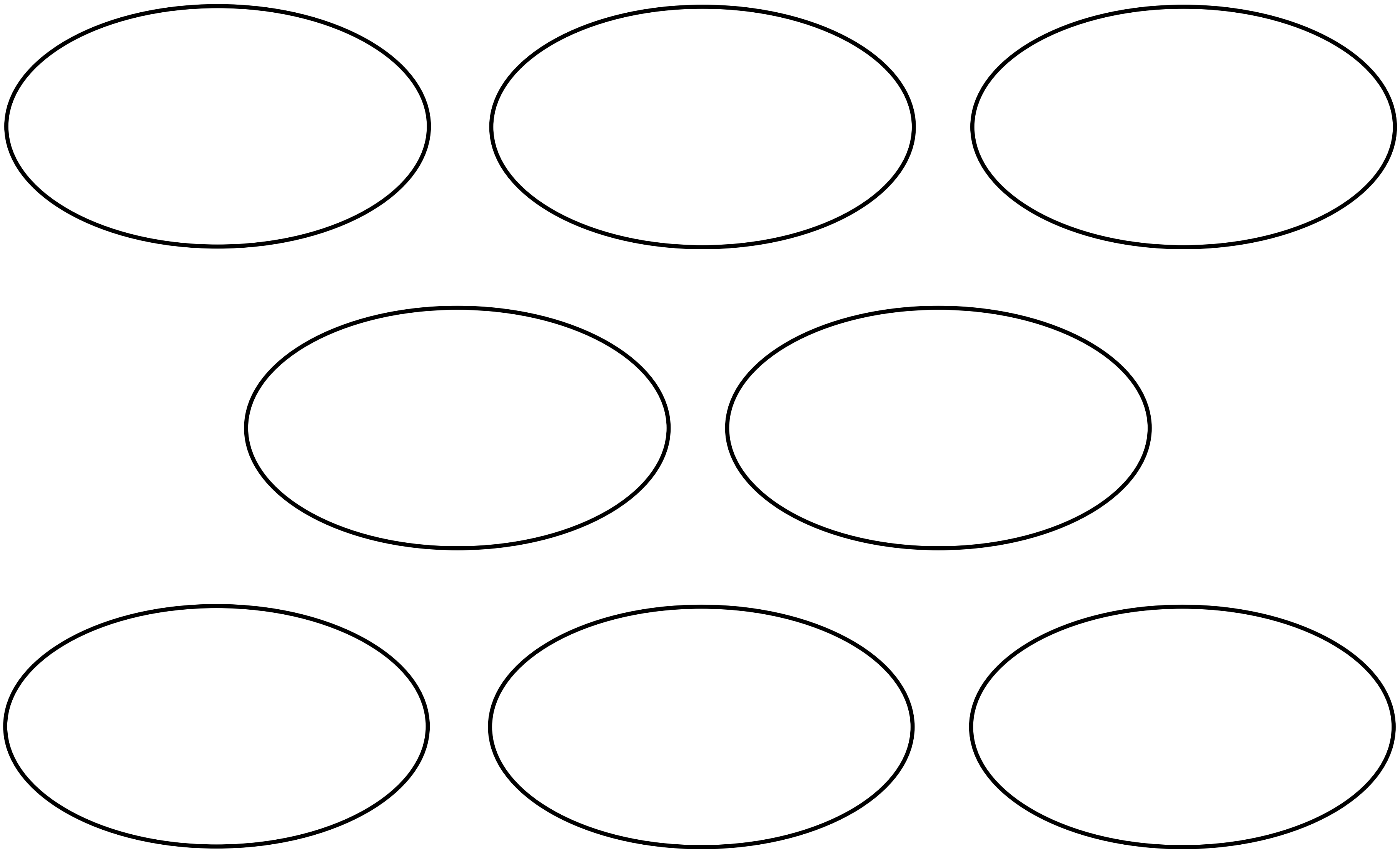
Contact Name: ______________________________

Phone Number: ______________________________

Describe the next steps that need to be taken to access the service:

1. ______________________________
2. ______________________________
3. ______________________________

Agenda Mapping Worksheet



Session One – Case Note

Client Name: ______________________ **Date:** ______________

❶ Engage	❷ Focusing	❸ Evoking	❹ Planning and Taking Steps
build rapport, listen, express empathy	*select an area to focus on*	*encourage change talk and draw out the person's reasons for change*	*collaboratively set goals, create a specific plan for accomplishing goals, take action on the plan*
Forms/techniques: ☐ Open each session with an open-ended question such as, "how was your week?" ☐ Shift conversation to coaching and the intake assessment ☐ Summarize the intake, noting strengths and challenges; ask for client's perspective ☐ Encourage client to consider where they would like to focus during the next session	**Forms/techniques:** ☐ Personal Goals Worksheet ☐ Agenda Mapping Worksheet ☐ OARS (Used to focus on a goal or area to talk more about)	**Forms/techniques:** ☐ Pros and Cons Worksheet ☐ Readiness Ruler ☐ Questions to evoke change talk	**Forms/techniques:** ☐ Action Plan Worksheet ☐ Affirmations (to celebrate steps taken) ☐ OARS (used to discuss progress and barriers) ☐ If resistance is apparent, evoke change talk

Goals

List goals set or discussed in this session and which phase(s) you were working in. ☐ None this session

1. ______________________ ☐ Focusing ☐ Evoking ☐ Planning and Taking Steps ☐ Completed Goal

2. ______________________ ☐ Focusing ☐ Evoking ☐ Planning and Taking Steps ☐ Completed Goal

Referrals

List any referrals to community programs offered. ☐ None this session

1. ______________________

2. ______________________

Notes

____

____

____

______________________ ______________

Coach Signature **Date**

Session One – Case Note

Client Name: ______________________ **Date:** ______________

❶ Engage	❷ Focusing	❸ Evoking	❹ Planning and Taking Steps
build rapport, listen, express empathy	*select an area to focus on*	*encourage change talk and draw out the person's reasons for change*	*collaboratively set goals, create a specific plan for accomplishing goals, take action on the plan*
Forms/techniques: ☐ Open each session with an open-ended question such as, "how was your week?" ☐ Shift conversation to coaching and the intake assessment ☐ Summarize the intake, noting strengths and challenges; ask for client's perspective ☐ Encourage client to consider where they would like to focus during the next session	**Forms/techniques:** ☐ Personal Goals Worksheet ☐ Agenda Mapping Worksheet ☐ OARS (Used to focus on a goal or area to talk more about)	**Forms/techniques:** ☐ Pros and Cons Worksheet ☐ Readiness Ruler ☐ Questions to evoke change talk	**Forms/techniques:** ☐ Action Plan Worksheet ☐ Affirmations (to celebrate steps taken) ☐ OARS (used to discuss progress and barriers) ☐ If resistance is apparent, evoke change talk

Goals

List goals set or discussed in this session and which phase(s) you were working in. ☐ None this session

1. ______________________ ☐ Focusing ☐ Evoking ☐ Planning and Taking Steps ☐ Completed Goal

2. ______________________ ☐ Focusing ☐ Evoking ☐ Planning and Taking Steps ☐ Completed Goal

Referrals

List any referrals to community programs offered. ☐ None this session

1. ______________________

2. ______________________

Notes

____

____

____

______________________ ______________

Coach Signature **Date**