

2

Motivational Interviewing: A Review



90 minutes



Learning Objective

- Review the principles of Motivational Interviewing
- Explore the importance of using a motivational approach through the case work process
- Practice using skills and strategies to increase commitment and decrease resistance to change.



Contents of this Section

- 2.1 Motivational Interviewing: A Review
- 2.2 Working with Change and Sustain Talk
- 2.3 Stage-Matched Intervention
- 2.4 A Summary
- 2.5 References and Supplements



Materials

- Stages of Change Posters

A Snap-Shot of This Chapter...

During this segment of the training we will provide you with a brief refresher of the major principles and practices of Motivational Interviewing. The material in this chapter is not intended to enhance your proficiency in using MI. ***Rather it is a reminder that MI is essential to begin the case planning process (engage and elicit information) as well as, to enhance intrinsic motivation.***

Motivational Interviewing provides you with the foundation skills and the approach necessary to complete the first two components of the Case Planning process- Mapping and Finding the Hook.

- In Chapter 3 we will introduce you to MAPPING- the first core element of case planning. You have two critical tasks during this phase. First, it is essential that you build rapport and work intentionally to engage the client. Second, you will need detailed information on the client's strengths and challenges (criminogenic needs) in order to determine what places the client at greatest risk and to establish the primary targets for change. To achieve this goal, we encourage you to use each of the OARS skills (open-questions, affirmations, reflections and summarizations). The use of OARS combined with empathy can help you to have an open conversation with the client and to clarify and expand on the information provided.
- In Chapter 4 we will introduce you to FINDING THE HOOK- the second core element of collaborative case planning. Most of the clients that we work with are mandated to attend and may express some anxiety or resistance to the probation process. During this phase of case planning it is critical that we work intentionally to build intrinsic motivation. By working collaboratively with the client to identify and choose the priority target they are more likely to take responsibility for the change process and to complete their probation conditions successfully.

The use of MI is an important starting point to engage, assess, and motivate the client.

2.1 : Motivational Interviewing: – A Review

UNDERSTANDING CHANGE...

Change is often compared to a long and difficult journey... filled with unseen and difficult challenges. For many of us change is a process... we may not be entirely successful the first time we try.

AN AUTOBIOGRAPHY IN FIVE CHAPTERS

CHAPTER 1

I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost ... I am helpless.
It isn't my fault.
It takes forever to find a way out.

CHAPTER 2

I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in the same place.
But it isn't my fault.
It still takes a long time to get out.

CHAPTER 3

I walk down the same street.
There is a deep hole in the sidewalk.
I see it there.
I fall in ... it's a habit ... but my eyes are open.
I know where I am.
It is my fault.
I get out immediately.

CHAPTER 4

I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

CHAPTER 5

I walk down a different street.

Allen Klein (1989). *The healing power of humor*. (Los Angeles: Archer)

The Core Elements of Motivational Interviewing

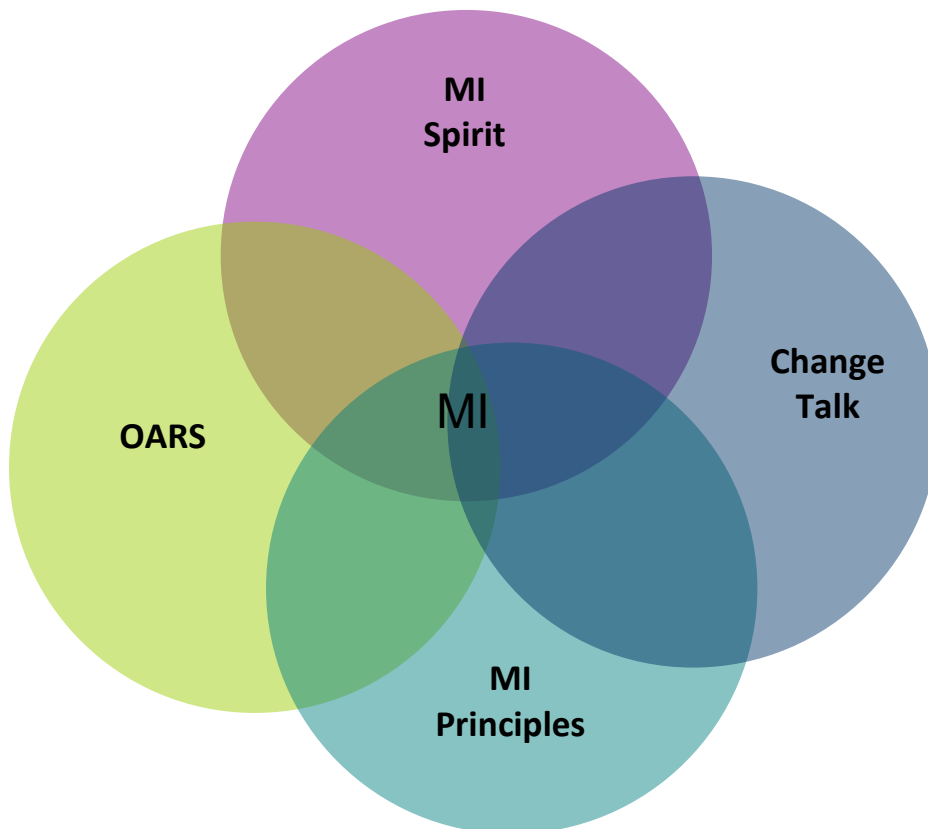
“If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be.”

- Johann Wolfgang von Goethe

Motivational Interviewing was developed by Miller and Rollnick (1991; 2002) and is defined as a “**person-centered, directive** method for enhancing **intrinsic** motivation to change by exploring and resolving ambivalence” p. 25.

Figure 1: MI ELEMENTS (from David Rosengren, 2009)

Let’s briefly review the core elements of MI.



The Principles of Motivational Interviewing

Rollnick, Miller & Butler (2008)		Miller and Rollnick (2006)
D	Understand your client's motivation	Develop Discrepancy <ul style="list-style-type: none"> ■ The client rather than the professional should present the arguments for change. ■ Change is motivated by a perceived discrepancy between present behavior and important goals or values
E	Listen to your client	Express Empathy <ul style="list-style-type: none"> ■ Acceptance facilitates change. ■ Skilful reflective listening is fundamental. ■ Seek to understand the client's perspective without judging, criticizing or blaming. ■ Ambivalence is normal.
R	Resist the righting reflex...and big hammer	Roll with Resistance <ul style="list-style-type: none"> ■ Avoid arguing for change. ■ Resistance behavior should not be directly opposed. ■ New perspectives are invited but not imposed. ■ The client is the primary resource in finding answers and solutions. Don't jump in to fix things... ■ Resistance behavior is a signal to respond differently.
S	Build confidence	Support Self-Efficacy <ul style="list-style-type: none"> ■ Belief in the possibility of change is an important motivator. ■ The client is responsible for choosing and carrying out personal change. ■ The professional's own belief in the person's ability to change becomes a self-fulfilling prophecy.

The Spirit of Motivational Interviewing

There is an overall spirit or guiding set of perspectives that underlie Motivational Interviewing.

MI is not a technique, but more a style, a facilitative way of being with people. It is a style that is centered on avoiding resistance, resolving ambivalence and inducing change.

Rollnick (1999) provided the metaphor of the delicate dance....

“The professional will require all the skill and deftness of a dancer leading a partner through a sequence of movements, simultaneously leading and being led, keenly alert to subtle threats to the synchrony of the partnership, p.75”.

MI should feel like a smooth dance rather than an altercation.



The North Wind and the Sun (Aesop's Fables)



“The NORTH WIND and the SUN disputed as to which was the most powerful, and agreed that he should be declared the victor who could first strip a wayfaring man of his clothes. The NORTH WIND first tried his power and blew with all his might, but the keener his blasts, the closer the traveler wrapped his cloak about him, until at last, resigning all hope of victory, the WIND called upon the SUN to see what he could do. The SUN suddenly shone all his warmth. The traveler no sooner felt his genial rays than he took off one garment after another, and at last, fairly overcome with heat, undressed and bathed in a stream that lay in his path.”

The moral of the story is...?

Defining the “SPIRIT” (Miller & Rollnick, 2002)	
<i>Collaboration</i>	Work in partnership; client is an expert in his or her own life; try to understand the client’s personal goals.
<i>Evocation</i>	Evoke from the client his or her needs, wants and reasons for change. Elicit inner resources and practical supports to begin exploring options for change.
<i>Autonomy</i>	Client must assume responsibility for and make the arguments for change. We guide the client but cannot choose the destination.

The Foundation Skills- OARS

Motivational Interviewing relies on the use of four foundation or core skills. These include:

Open Questions

Affirmations

Reflections

Summaries



OARS

Adherence to the principles of MI require the professional to use these foundations skills in an intentional way to elicit CHANGE TALK.

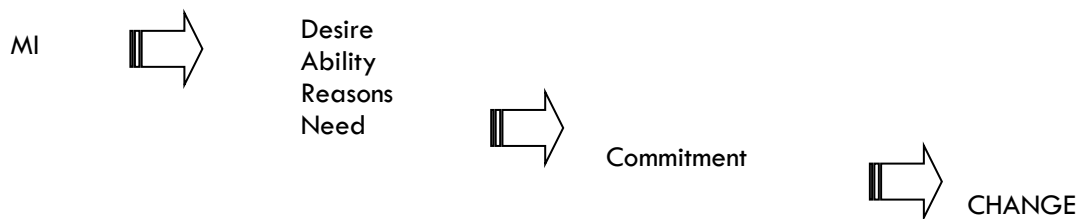
2.2 : Working with Change Talk and Sustain Talk

Change Talk

A primary goal of MI is to encourage change talk—to let the client make the arguments for change and to generate ways of achieving it. This is important because we know from the research that there is a relationship between change talk and the probability of change actually happening.

What does the research show?

Increasing client change talk (particularly commitment language) promotes behavior change. The primary categories of change talk can be summarized by the acronym DARN- C.



What we can do...

Affirm, encourage, and/or reinforce any statements made by the client that indicate change talk, which is a...

1. **Desire**
2. **Ability**
3. **Reason**
4. **Need** -----> **COMMITMENT or TAKING STEPS to change...**

- That are linked to a specific pro-social behavior.
- That are typically phrased in the present tense- “I need to work on managing my anger.”

What we need to understand....

Ambivalence to change is normal. There may be disadvantages to change and advantages of maintaining the status quo. Ambivalence is often expressed in the form of *sustain talk*...

1. **D**esire for status quo (don't want to change)
2. **I**nability to change (can't change)
3. **R**easons for sustaining status quo
4. **N**eed for status quo (have to stay the same) -----→ **COMMITMENT to status quo (not going to change)....**

Opposite Sides of the Same Coin: Change Talk and Sustain Talk



Sustain talk (DIRN-C) relates directly to importance and confidence about change; it signals the client's ambivalence.

Change talk (DARN-C) emphasizes the desire and confidence to change.

'Sustain Talk' and 'Change Talk' are normal to the change process, essentially two sides of the same coin. Often change talk and sustain talk are intertwined. Motivational Interviewing is directive, by selectively listening for, responding to and strengthening change talk.

While most officers report lower levels of resistance when using MI, you will inevitably encounter SUSTAIN TALK. Our goal in CCW is to strengthen change talk and increase importance and confidence.

Eliciting Change Talk

Once we have learned to listen for Change Talk, we can help to resolve ambivalence by evoking it. There are a number of strategies that can be used by the professional to elicit “Change Talk” and one of the most powerful is an evocative question (or open question that encourages the client to begin talking about change).

You will likely recall several strategies for eliciting change talk from your previous Motivational Interviewing trainings. These are sometimes summarized using the acronym **IQLEDGE**. Several of these strategies will be reviewed throughout the remainder of this chapter:

- Importance/Confidence Ruler
- Querying Extremes
- Looking Back / Looking Forward
- Evocative Questions
- Decisional Balance
- Goals and Values
- Elaborating

Importance Ruler

There are many ways to assess motivation and one of the simplest methods is to use a rating scale. This will give you a general sense of how the client feels in the here-and-now about working on the problem.

- The extent to which the individual values change will have a direct impact on his or her willingness to address a problem or concern.
- Willingness or importance increase when there is a “discrepancy between what is happening at present and what one wants or values for the future...”.

How do you feel at the moment about [the “change”]? How important is it to you personally to [make the changes necessary to achieve the “want”]? If 0 was “not at all important” and 10 was “very important” what number would you give yourself?

0	1	2	3	4	5	6	7	8	9	10
Not At All Important					Very Important					

Confidence Ruler

- Research consistently shows that people who believe they can change (high confidence - self-efficacy) are more likely to succeed.
- For these individuals change is important. However, how to achieve change can be an obstacle unless confidence in their plan increases.

If you decided right now to - [change], how confident do you feel about succeeding with this? If 0 stands for "not at all confident" and 10 stands for "very confident" what number would you give yourself?

0	1	2	3	4	5	6	7	8	9	10
Not At All Confident					Very Confident					

The stages of change model and the rulers give you a general sense of what to do next. For example, if IMPORTANCE is low then the individual is usually in Pre-Contemplation and does not value the change at this time. It will be critical to address this before anything else.

If IMPORTANCE is high but CONFIDENCE is low then we would work with the client to set goals and to build skills and strategies that would enhance success.

EXERCISE

2.1 Identifying a Target for Change

Working Alone:

Step 1: Think of a behavior that you have considered changing. It might be a behavior that will enhance your personal or professional life.

If you are having difficulty identifying a behavior consider something that others (family member, co-worker, etc.) have asked you to change.

Record the behavior below:

Step 2: Now rate your behavior using the following rating scales.

Assessing Importance

How do you feel at the moment about [the “change”]? How important is it to you personally to [make the changes necessary to achieve the “want”]? If 0 was “not at all important” and 10 was “very important” what number would you give yourself?

0	1	2	3	4	5	6	7	8	9	10
Not At All Important					Very Important					

Assessing Confidence:

If you decided right now to - [change], how confident do you feel about succeeding with this? If 0 stands for “not at all confident” and 10 stands for “very confident” what number would you give yourself?

0	1	2	3	4	5	6	7	8	9	10
Not At All Confident					Very Confident					

Strategies to Increase Importance and Confidence: (Pre-Contemplation and Contemplation)

There are a number of strategies that can be used to explore and enhance importance. These should be used when you have assessed low levels of motivation (e.g., pre-contemplation-unwilling or does not value change at the present time).

Strategies for low levels of importance

0	1	2	3	4	5	6	7	8	9	10
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Do Little More- don’t – push, demand, offer advice or review the consequences of not-participating (the client is able to do this him or herself). Simply ask the client to consider his or her decision.

Ask:

- What is it you don’t like about your [current behavior]?

Strategies for moderate levels of importance

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Ask:

- What are your likes/dislike about [current behavior]?
- You gave a rating of x, what would have to happen for it to become much more important for you to change?
- What would have to happen before you seriously considered changing?"
- "Why have you given yourself such a high score on importance?"
- "What would need to happen for your importance score to move up from x to y"?
- "What stops you from moving up from x to y?"
- "If you were to change what would it be like?" (Rollnick, Mason & Butler, 1999)

Strategies for high levels of importance

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

When importance is high- focus on confidence.

Ask:

- "What would make you more confident about making these changes?"
- "Why have you given yourself such a high score on confidence?"
- "How could you move up higher, so that your score goes from x to y?"
- "How can I help you to succeed?"
- "Is there anything that you have found helpful in previous attempts to change?"
- "What have you learned from the way things went wrong the last time that you tried?"
- "If you were to decide to change what might your options be? Are there any ways you know about that have worked for other people?"
- "What are some of the practical things that you would need to do to achieve this goal? Do any of them sound achievable?"
- "Is there anything you can think of that would help you feel more confident?" (Rollnick, Mason & Butler, 1999)

Querying Extremes

It may help strengthen change talk by asking the client to consider the worst case scenario of not changing and the best case scenario of making the change. This is known as querying extremes (e.g. "What is the worst thing that would happen if you didn't change this behavior," "What is

the best thing that could happen if you did?” Or, “If changing this behavior went miraculously well, what would it look like?”

Looking forward/Looking Back

An important strategy to build confidence is to ask the client to reflect on the past and to identify strategies that contributed to successful outcomes. Barriers to success can be explored in an effort to identify high risk situations and to prepare the individual to address these situations in the future. Looking forward can help the client anticipate challenges and create a vision of themselves as successful at a point in the future (e.g. “how would your life be different in two years, if you were able to make this change?”)

Evocative Questions

All strategies reinforced through IQLEDGE incorporate the use of evocative questions in specific, directive ways. Evocative questions are open ended questions for which the answer is change talk. They are extremely effective in eliciting change talk and developing goals and actions steps related to behavior change. They are designed to get the client to consider:

1. Concerns about Status Quo/Staying the Same
2. Advantages of Change
3. Optimism about Change
4. Intention to Change

Examples of Evocative Questions

This is a very direct approach using open-ended questions to explore the client’s own perceptions about concerns. Miller and Rollnick (2002) provide the following examples of evocative questions that fall into four general categories:

Disadvantages of the Status Quo

What worries you about your current situation?

What makes you think that you need to do something about your [problem]?

What difficulties or hassles have you had in relation to your [problem]?

What is there about your [behavior] that you or other people might see as reasons for concern?

In what ways does this concern you?

How has this stopped you from doing what you want to do in life?

What do you think will happen if you don’t change anything?

Advantages of Change

How would you like for things to be different?

What would be the good things about changing?

What would you like your life to be like 5 years from now?

If you could make this change immediately, by magic, how might things be better for you?

What are the main reasons you see for making a change?

What would be the advantages (pluses) of making a change?

Optimism About Change

What makes you think that if you decide to make a change, you could do it?

What encourages you that you can change if you want to?

What do you think would work for you, if you decided to change?

When else in your life have you made a significant change like this? How did you do it?

How confident are you that you can make this change?

What personal strengths do you have that will help you succeed?

Who could offer you helpful support in making this change?

Intention To Change

What are you thinking about your involvement with the courts?

I can see that you're feeling stuck at the moment. What's going to have to change?

What do you think you might do?

How important is this to you? How much do you want this?

What would you be willing to try?

So what do you intend to do?

Decisional Balance

A helpful way to encourage clients to discuss the positive and negative aspects of their present behavior is the decisional balance. They may be asked to discuss what they like about continuing the [problem behavior] and to list what they don't like about it.

This has the advantage of getting the client talking and feeling comfortable as well as clarifying both sides of ambivalence. A brief intervention strategy for this is the "Good Things and Not So Good Things" and Decisional Balance Sheet exercises.

EXERCISE**2.2****Decisional Balance****Working in Pairs:**

The instructor will model how to complete the decisional balance worksheet. After the demonstration one member of the pair will be the interviewer and will use the evocative questions to elicit "change talk" and complete the Decisional Balance worksheet located at the back of this chapter.

Reverse roles when you have finished.

DECIDING NOT TO CHANGE		DECIDING TO CHANGE	
BENEFITS (+)	COSTS (-)	COSTS (-)	BENEFITS (+)

Goals and Values

Setting goals and clarifying values is one of the strongest ways of developing discrepancy. When a client is able to identify a goal, (i.e., something s/he is aspiring toward) steps toward behavioral change become more likely. In addition, when a client is able to identify that a current behavior is not in alignment with his/her values, he or she becomes more aware of the need for change.

Elaboration

Once a motivational topic has been raised it is helpful to ask the client to elaborate on the problem... This will reinforce the theme and elicit further self-motivational statements. The best way to do this is to ask for examples and clarification as to why and how much and in what way each is a concern. A useful tool is the *Typical Day Technique*.

EXERCISE

2.3 Inviting Elaboration

Working in Large Group:

Review the statements below. Come up with at least 3 probing statements that will help you to elicit additional information.

Interviewer: *Tell me about your family.*

Client: *I have a great family.*

1

2

3

Interviewer: *What did you like most about your last job?*

Client: *The hours were flexible.*

1

2

3

Interviewer: *Tell me a little about your children...*

Client: *They are a handful.*

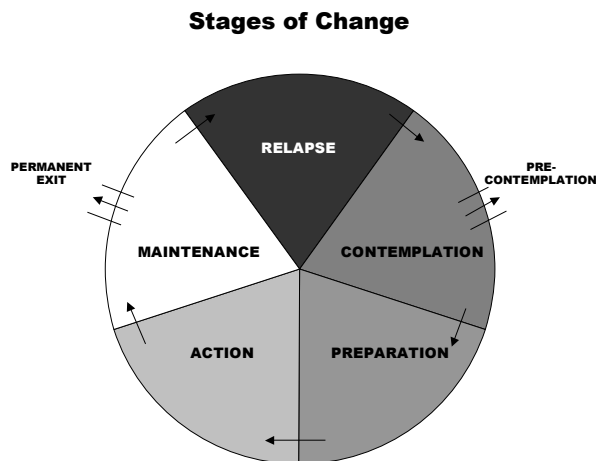
1

2

3

2.3 : Stage - Matched Assessment and Intervention

Stage- matched intervention requires you to use different skills and strategies in accordance with where the client is on the Stages of Change model.



Prochaska and DiClemente's "six stages of change". Taken from: Miller and Rollnick (1991), "Motivational Interviewing", Guilford Press.

The Stages of Change Model (Transtheoretical Model of Change)

- *Change is predictable.*
- *Change is a process that moves through well-defined stages.*
- *People enter the system at different stages of readiness.*
- *People need to go through each stage. They cannot skip stages.*
- *Each stage does not inevitably lead to the next.*
- *It is possible to become stuck at one stage.*
- *Relapse is a normal part of the change process.*
- *You can help to influence movement from one stage to the next by applying strategies that are effective at each stage...*

Assessing Motivation

Motivation can be slippery... Even during the best of times, when we really desire change, motivation can slip- decrease or disappear all together. We know that when we push someone before they are ready we can actually increase “resistance behavior”. Therefore it is critical to constantly assess motivation and apply stage-matched strategies.

Stages of Change: What to Listen and Look For...

PHASE I

STAGE	THOUGHTS	FEELINGS	BEHAVIOR S
<p>PRE-CONTEMPLATION: <i>Not willing to make a change...</i></p> <p>IMPORTANCE</p>	<p>“There is no point, I’ve tried and can’t”, “I don’t see any problem”, “So I ---, big deal” “everyone does the same thing”. “I’m just not willing to change.” “I don’t see the need for change.”</p>	<p>Indifferent, sometimes surprised when told about their behavior , complacent, defensive, antagonistic</p>	<p>Not considering any change, doesn’t recognize any problem, persists in behavior even if suffering negative consequences</p>
<p>CONTEMPLATION: <i>Uncertain about change. Ambivalent ...</i></p> <p>IMPORTANCE & CONFIDENCE</p>	<p>“Maybe there is a problem, but it’s not all my fault”, “I guess I should do something because if I don’t ...”, “Sometimes it’s bad, but I can handle it.” “I’ll try but I’m not sure I can do it.”</p>	<p>Irresolute, wavering, hesitant, double-minded, half-hearted, undecided, unsettled, un-certain</p>	<p>Fluctuate, may retract their commitment, debate the issue, compromise</p>

PHASE II

STAGE	THOUGHTS	FEELINGS	BEHAVIOR S
<p>PREPARATION: <i>Ready to make a change sometime soon. Committed.</i></p> <p>CONFIDENCE</p>	<p>"I can't keep on this way", "Something's got to change", "It's time", "I'll try" "What should I do?"</p>	<p>Resolved, committed, determined, willing, compliant, decided, sincere, earnest</p>	<p>Takes control\ responsibility, openly talks about how bad things really are, seeks advice\ information, may have already made some small changes</p>
<p>ACTION <i>Doing something different...</i></p> <p>CONFIDENCE</p>	<p>"Why didn't I do this before?", "This is hard, but things are finally getting better", "This is working", "others are noticing improvement"</p>	<p>Enthusiastic, reflective, attentive, active, energetic, excited, intense, healthy, wholesome, invigorated, optimistic</p>	<p>Doing something different. Engaged in treatment, learning and practicing skills, trying out new ways, accepting advice.</p>
<p>MAINTENANCE <i>Hanging on to change....</i></p> <p>IMPORTANCE & CONFIDENCE</p>	<p>"I worked hard for this <i>I don't want to let it go</i>", "I have to <i>keep working</i> at this", "It was a bit harder than I thought, but I know what I <i>need to do</i>" "If I do that I'll be right back where I started <i>Don't give up now</i>"</p>	<p>Accomplished, capable, steadfast, confident, assertive, proud, in control, persistent, courageous, undaunted, steady, solid</p>	<p>Avoid old habits, recognize successes, watch for trouble, learn more about skills, repeated practice, build support, learn to apply skills in more and various situations</p>
<p>RELAPSE <i>Return to old behavior ...</i></p> <p>IMPORTANCE & CONFIDENCE</p>	<p>"This is too hard", "I can't keep doing this", "I've got it beat, I don't have to do all that stuff", "I can take some chances" "Nothing really works anyway."</p>	<p>Guilty, tired, helpless, defeated</p>	<p>Falls back into old habits, stops using skills, avoids support group, half hearted attempts. Excuses and justifications return.</p>

Stage Matched Strategies to Enhance Motivation

PHASE I	CCW	Primary Tasks for Professional
PRE-CONTEMPLATION	▪ Mapping	<ul style="list-style-type: none"> ▪ Raise doubt ▪ Explore the importance of change ▪ Increase the client's perceptions of risks and problems with current behavior (LSI-R)
CONTEMPLATION	▪ Finding the Hook	<ul style="list-style-type: none"> ▪ "Tip" the balance...evoke reasons to change and move toward commitment ▪ Listen for change talk and affirm ▪ Elicit change talk and affirm commitment talk ▪ Explore priority targets

You will know when the client is entering Phase II when he or she recognizes they have a problem and when she or he expresses concern about the problem. Your goal in Phase II is to increase commitment, confidence.

PHASE II	CCW	Primary Tasks for Professional
PREPARATION	▪ Finding the Hook	<ul style="list-style-type: none"> ▪ Determine the priority targets ▪ Work collaboratively to help the client to determine the best course of action ▪ Increase confidence
ACTION	▪ Moving Forward	<ul style="list-style-type: none"> ▪ Help the client develop the case plan objectives and take steps toward change ▪ Introduce skills, strategies and services ▪ Work on barriers and obstacles to change
MAINTENANCE	▪ Reviewing and Supporting	<ul style="list-style-type: none"> ▪ Help the client to identify and use strategies to prevent relapse ▪ Reinforce small victories

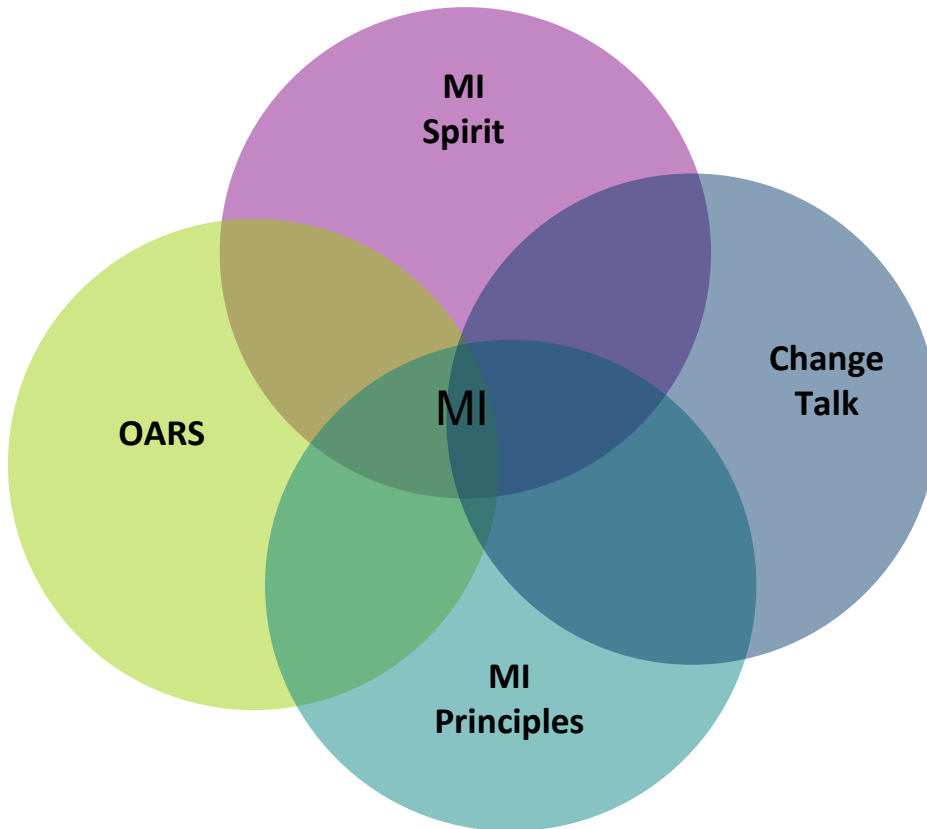
EXERCISE**2.4 What Stage - What Strategy****Working in Pairs**

Read each of the client statements, determine the stage and then identify a strategy that you would use to move the client to the next stage.

Client Statement	Stage	Strategy
1. I can't stop myself from eating at night. I mean I always have really good intentions and then I find myself sitting there and I just picture how good the pop, chips, chocolate bar are going to taste. I don't even bother trying to stop myself.	<i>Contemplation</i>	<i>Decisional Balance, Rulers, "How important is it for you to change?"</i>
2. My doctor really scared me the last time I saw her. I mean she was telling me that I need to lose weight or I could be at risk for Diabetes. I guess I am going to have to take better care of myself.		
3. I find myself getting incredibly stressed out lately and I am really struggling. In the past I would not even think twice about using marijuana to feel better... but now I really want to manage the cravings- one day at a time.		
4. I don't care what anyone says to me. I am a positive thinker and I do not believe that smoking is going to lead to health problems.		
5. The whole H1N1 flu situation is all a conspiracy by the drug companies to get us to spend money. There is no way I am getting a flu shot.		
6. I have been really doing well on my exercise program. I have been working out three days a week for a month and I am starting to see some change.		

2.4 : A Summary

Recall the Elements of MI



EXERCISE**2.5 Putting It All Together**

Large Group Exercise

You will be asked to consider your level of motivation with respect to a lifestyle change issue. Listen carefully to the facilitator and then tell us...

How would you assess your motivation?

- Not willing to make a change
- Unsure about making a change
- Ready to make a change sometime soon
- Doing something different

What is the professional's role for each stage? What strategies could a professional use at each stage?

- Not willing to make a change
- Unsure about making a change
- Ready to make a change sometime soon
- Doing something different

2.5 : References and Supplements

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Decisional Balance

Name: _____

Date: _____

Target Area (what behavior is the focus of change): _____

Deciding Not to Change		Deciding to Change	
Benefits (+) (-)	Concerns	Concerns (-) (+)	Benefits

How confident are you that it is possible to change the behavior?

1 2 3 4 5 6 7 8 9 10
 Not Confident Very Confident

How important is it to you to change the behavior?

1 2 3 4 5 6 7 8 9 10
 Not Important Very Important

Decisional Balance

Name: _____

Date: _____

Target Area (what behavior is the focus of change): _____

STAY THE SAME	<p>1. Benefits of current BEHAVIOR. <i>“What do you like about _____?” “And what else?”</i></p>	<p>2. Concerns about BEHAVIOR. <i>“What, if anything, concerns you about the ____ (problem)? “Does anyone else have any concerns about _____?”</i></p>
CHANGE	<p>3. Concerns about CHANGE. <i>“Do you have any concerns if you were to _____?” “What effects would ____ have on you?” “What questions do you have if you were to ____?”</i></p>	<p>4. Benefits of CHANGING. <i>“How do you think the ____ (problem) would improve if you were to ____?” “In what way would you benefit from _____?”</i></p>