Updated 10/26/20

Training for New Trainers (TNT) for the
International Motivational Interviewing Network of Trainers (MINT)

Practice Exercise Guidelines for Participant Trainers

First MINT TNT to be conducted remotely
October 20-22, 2020
with the Motivational Interviewing Training Center (MITC)
Albuquerque, New Mexico, USA

Lead Trainers
William R. (Bill) Miller, Ph.D. and Theresa B. (Terri) Moyers, Ph.D.
The University of New Mexico

Training Support Coaches
Cade Arnink
Carol DeFrancesco
Denise Ernst
Mary Hodorovicius
Patricia Juarez
Alicia Shiver
Nicki Venable
Lindsay Worth

Welcome to the 2020 MINT TNT!

A primary goal in this MINT Training for New Trainers (TNT) is to give you opportunities to experience a wide variety of training methods for helping people develop competence in motivational interviewing. This document describes 25 practice exercises that have been developed or adapted for use in on-line training. The exercises range from basic to more complex as we move through the 3 days. All 25 will be led by TNT participants, and each of you will have the opportunity to train at least four of these exercises. Give instructions in your own words; these are merely guidelines.

During an in-person TNT, we normally describe each exercise and then participants volunteer on the spot to be trainers. For this on-line TNT, we have instead pre-assigned each of you to lead particular exercises. Consult the Trainer List to find out which exercises you will be leading. During the workshop we will still describe each exercise before it is practiced; this advance planning just affords you some additional time to familiarize yourself with the exercises that you will be training.

All of the exercises will be practiced in virtual break-out rooms, each with its own assigned trainer. Each exercise has a prescribed group size, with the number of participants for you to train varying from 2 to 11. The total number of participants in this TNT is not often evenly divisible by the number of groups, and so group size may vary by one (for example, either six or seven participants). For each exercise there is also a prescribed length of time in the break out rooms. A countdown time clock will be visible on the screen, and at the end of the allotted time, everyone will automatically be brought back to the full group. If you need help while in a break-out room you can click on *Ask for Help* and our tech supports, Kim and Desiree, will respond. You can also click *Leave the Breakout Room* which will move you to home base at MITC where either Bill or Terri will be available. A tech can then return you to your breakout room.

So that everyone has the opportunity to be observed at least twice while working as a trainer, we have a team of ten coaches in this TNT, all of whom are MINT members and experienced trainers. When present, the coach is there simply to observe and support you. You should take the lead as the trainer; the coach can answer questions, but you are in charge. The coach will email some feedback to you after the exercise. If you don't hear from your coach within an hour or so, send a chat comment to Kim or Desiree (not to everyone, please) who be monitoring Chats, and they will follow up.

Participants in this TNT have a very high skill level compared to most people you will train. During this TNT, when you are a "trainee" in an exercise, relax and don't strive to give perfect MI responses. It's better to come to these exercises with a beginner's mind, as trainees normally do. Follow the trainer's instructions as if you don't already know what to do. In fact, offer occasional mistakes to give the trainers something to do! Don't be a "trainee from hell," mind you – just realistic representation of people who will be the recipients of future MI training. All mistakes made by participants in this TNT will be assumed to be intentional, as a way of helping your trainer. 😉

As with MI itself, there are many ways to do MI training well. The exercises in this document are not meant to be prescriptive, as if you must use these particular methods in this way or order. Flexible training is a matter of mix and match, choosing training methods to shape the skills that you intend to convey. Build up a palette of training methods that work well for you, and make them your own.

Within the unique advantages and disadvantages of an online training, we hope you will come away from this TNT with renewed spirit, ideas, resources, and inspiration for sharing the method of MI with others!

Bill and Terri

What You Need to Have with You During the Workshop

You will need to have these materials close at hand during the TNT:

Your completed Advance Preparation Packet
This document of Practice Exercise Guidelines
The Trainer List containing your assigned exercise numbers
The Provisional Schedule for the 3-day TNT
Some blank sheets of white paper and pen or pencil
A black marker to write a number that would be clearly legible on screen

Training Practice #1: Personalizing MI Spirit

Purpose: To help trainees get beyond thinking of the spirit of MI as an abstraction, and instead to experience it by remembering and describing when they have experienced it from others in their own lives.

Group Size: 5-6: Trainer plus 4 or 5 trainees
Total Time: 15 minutes The session will automatically end after 15 minutes.

Trainer: Begin by briefly describing the four components of MI Spirit: Partnership, Acceptance, Compassion, and Evocation, and explain why the underlying spirit/attitude matters in MI. (≤5 minutes)

Then ask (in your own words): "When have you experienced these from someone in your own life? Who was one person who did this for you? Name the person; explain what they did to convey this to you, and describe what you appreciated.

- Partnership: Who surprised you by treating you as an equal, a collaborator? Who served as a guide for you?
- Acceptance: Who communicated deep acceptance of you just as you were?
- Compassion: Who was concerned for and committed to your well-being, maybe even placing it before their own?
- Evocation: Who brought out the best in you? Who saw strengths or talents in you that you didn't know you had?

Guidelines: One component at a time, invite trainees to take turns describing their own life experiences of one person who related to them in this way. Ask participants to *name* the people, who they were in relationship to the trainee, and what they did to convey this spirit. Call on participants by name, or just have people respond freely, but make sure that each person has opportunity to talk. Respond with reflective listening. As you proceed through the four components, trainees may name the same person or different people.

Trainees: Describe real people from your life who communicated and demonstrated to you these aspects of mentorship or friendship.

Training Practice #2: Persuasion Exercise

Purpose: To provide an experiential contrast to motivational interviewing. In preparation for learning an interpersonal skill, trainees experience first-hand what happens when the opposite approach is taken. This exercise is designed to raise trainees' awareness of common responses that are *not* reflective listening or motivational interviewing, and how they can obstruct motivation and change. Usually this exercise generates quite a bit of laughter.

Group Size: 3: Trainer plus 2 trainees add 1 as observer if needed
Total Time: 15 minutes The session will automatically end after 15 minutes.

Trainer: You will work with a pair of trainees. Decide which will be Speaker and Helper first; they will then switch roles. Give instructions in your own words. If you have three trainees, assign one to simply observe on the first round, then they participate in the second round while another trainee observes.

Instructions for Speaker: "I would like you to talk about something you have been thinking about changing in your own life. It could be a habit, attitude or behavior, but it should be something you haven't changed yet. Maybe it's something that would be *good* for you, or that you think you *should* change. It should be something you feel comfortable sharing -- not your deepest, darkest secret, okay? Any questions about that?"

Instructions for Helper: "Your task is to try as hard as you can to *convince* and *persuade* the Speaker to make the change that he or she is considering. Specifically, once you find out what the change is that the person is considering, do these five things:

1. Explain *why* the person should make this change.
2. Give at least three specific *benefits* that could result from making the change.
3. Tell the person *how* they could make the change.
4. Emphasize how *important* it is for them to make the change. This might include the negative consequences of not doing it.
5. Tell/persuade the person to do it.

And if you encounter resistance, repeat the above, perhaps more emphatically."

Guidelines: Mention that this is *not* motivational interviewing. Your instructions should take no more than 3-4 minutes, and give instructions as if trainees do not already know what to do. When you start the first pair, use your watch to time 4-5 minutes, then stop the conversation and have them reverse roles. Again allow 4-5 minutes for the Helper to "help." If time remains, have Speakers describe what they were experiencing during the conversation. We will then have a short debrief as a whole group.

Trainees: When you are the Speaker, use one of your "a change I am considering making" topics.
When you are the Helper, follow precisely the instructions given to you by the trainer. Do not use reflective listening. Within 4-5 minutes, try to fit in all five of the instructions.

Training Practice #3: A Taste of Motivational Interviewing

Purpose: This offers both Speaker and Interviewer an experience of an MI conversation. This can be done early in training, and it is not necessary to explain MI in advance or why these particular questions are used. This works well as a contrast after a Negative Practice exercise like #2.

Group Size: 3-4: Trainer plus 2 trainees add 1 as observer if needed
Total Time: 20 minutes The session will automatically end after 20 minutes.

Trainer: You will work with a pair of trainees. Decide who will be Speaker and Interviewer first; they will then switch roles. Give instructions in your own words. If you have three trainees, assign one to simply observe on the first round, then they participate in the second round while another trainee observes.

Instructions for Speaker: "I would like you to talk about a change that you are *considering*, something you are *thinking about* changing in your life, but have not definitely decided. It will be something you feel two ways about. It might be a change that would be "good for you," that you "should" make for some reason, but haven't done yet. Tell the interviewer about this change you are considering.

Instructions for Interviewer: Don't try to persuade or fix anything. Don't offer advice. Instead ask these four questions one at a time, and listen carefully to what the person says:

1. Why would you want to make this change?
2. If you did decide to make this change, how might you go about it in order to succeed?
3. What are the three best reasons for you to do it?
4. How important would you say it is for you to make this change, on a scale from 0 to 10, where 0 is not at all important, and 10 is extremely important? [Follow-up question: And why are you at _____ rather than a lower number or 0?]

After you have listened carefully to the answers to these questions, give back a short summary of what you heard, of the person's motivations for change. Then ask one more question:

5. So what do you think you'll do? and listen with interest to the answer.

Guidelines: Your instructions should take no more than 3-4 minutes, and give instructions as if trainees do not already know what to do. When you start the first pair, use your watch to time 6-7 minutes, then stop the conversation and have them reverse roles. Allow the next Interviewer 6-7 minutes to ask the questions and summarize. You may need to keep this conversation on track if the Interviewer or Speaker wander away from the structure. The "how important" question often needs a bit of guidance, particularly in relation to asking the follow-up question. If needed, after the four questions have been asked, remind the Interviewer to offer a short summary of the Speaker's motivations for change. Then, if needed, guide the Interviewer to the fifth question. You will continue as Trainer with Exercise #4 – Debrief by Evoking.

Trainees: When you are the Speaker, use one of your "a change I am considering making" topics.
When you are the Interviewer, follow precisely the instructions given to you by the trainer. You may offer a reflective listening response, if appropriate, after the Speaker answers a question. To give the trainer something to do, wander off the assigned task once.

Training Practice #4: Debrief by Evoking
Purpose: Evoking skills are an excellent way to debrief a practice exercise. In essence, you invite trainees to describe their experiences during the conversation. A common format is to ask separately for trainees' experiences when they were the Speaker, the Interviewer, and (if applicable) an Observer. Respond with reflection and affirmation.
Group Size: 3-4: Trainer plus 2-3 trainees (same group as for Training Practice #3) **Total Time: 10 minutes The session will automatically end after 10 minutes.**
Trainer: First ask what your two trainees were experiencing when they were the Speaker, talking about a change they are considering, during the past two conversations (Exercises 2 and 3). Then ask the Interviewers about their experience during Exercises 2 and 3. If you had an observer, invite his or her observations as well.
Guidelines: Respond to what trainees offer with reflection and affirmation. In a larger group you would be inviting and reflecting responses from multiple participants.
Trainees: Simply describe what you were experiencing in role during the conversations.

Training Practice #5: Thinking Reflectively

Purpose: To help trainees be conscious that their guesses about meaning are hypotheses to be tested. This exercise is a guessing game.

Group Size: 4-5: Trainer plus 3 trainees (4 if needed)
Total Time: 15 minutes The session will automatically end after 15 minutes.

Trainer: Describe (in 3-4 minutes) Thomas Gordon's communication model; how miscommunication can occur at each step, and how the goal of good listening is for your guessed meaning is to match the speaker's actual meaning. (Pages 71-72 of TNT manual). Explain that the goal of this practice is to guess each Speaker's meaning. Trainees take turns being the Speaker, with the other two (or three) the Listeners.

Ask a trainee to give you a "One thing you should know about me is that I am ____" statement and demonstrate asking 5-6 "Do you mean that you _____?" questions. Make them *questions*, not reflections

Instructions for Speaker: When it's your turn to be the Speaker, say "One thing you should know about me is that I am _________" and fill in one of the adjectives that you chose I advance. The Listeners will ask you questions about what you mean, and you may *only* answer "Yes" or "No." No elaboration.

Instructions for Listeners: Take turns making guesses about what the Speaker's word may mean. It's OK to make some wild guesses, but try to get gradually closer to what the Speaker means. Ask your questions in this way: "Do you mean that you __________________?"

Guidelines: Designate the first Speaker. If a Speaker begins to elaborate beyond Yes or No, interrupt. When the Listeners have asked six or more questions and seem to be getting close or lost, invite the Speaker to say a sentence or two about what he or she actually meant, and then designate the next Speaker, and the others become the Listeners. If questioning bogs down, feel free to ask a question yourself. Keep the process moving along, not stopping for discussion. Go around a second round if time permits. You will receive a 2-minute and 1-minute warning.

Trainees: When it is your turn as Speaker, say "One thing you should know about me is that I am _______" and fill in the blank with one of the descriptive adjectives you chose in your Advance Preparation. When you are asked a "Do you mean that you _____?" question, you may answer only Yes or No. No elaboration. After a few questions, you will have a brief opportunity to say what you *do* mean.
When you are a Listener, stick to the question format of asking "Do you mean that you ______________?" Do your best to guess what the Speaker might mean.

Training Practice #6: Forming Reflections

Purpose: To help trainees learn how to form reflective listening statements rather than asking questions. Starting from the question format used in #5, questions become reflections. It is a short step from the questions of #5 to reflection statements, but trainees often find this harder and need some coaching and encouragement.

Group Size: 4-5: Trainer plus 3 trainees add a 4th if needed
Total Time: 15 minutes The session will automatically end after 15 minutes.

Trainer: Describe the steps in changing a "Do you mean that ___?" question into a reflection.

- Explain the exercise. One speaker at a time gives a "One thing you should know .." statement. This time Listeners offer reflection statements rather than asking questions.
- Illustrate the difference in effect of inflecting the voice upward versus downward; for example:
  "You don't see anything wrong with what you did?" (up)
  "You don't see anything wrong with what you did." (down)
- Speakers are now to say *more* than just Yes or No, and say a bit more about what they mean. This gives the Listener *new* material to reflect each time the Speaker speaks.
- Ask one trainee to give you a "One thing you should know about me is that I am ____" statement and demonstrate offering 5-6 reflections as the Speaker elaborates. Reflections, not questions.
- Ask a first Speaker to give a "One thing . ." statement, to which the Listeners respond with reflection statements. Coach as needed. When Listeners ask a question, help them reshape it into a reflection before the Speaker responds. If a Speaker responds only Yes or No, ask him or her to say more. After 5-6 reflections, the Listener to the Speaker's right becomes the next Speaker.
- Go around twice, so that each Speaker speaks two times while Listeners practice reflections. If time is left before 15 minutes are up, discuss the practice exercise and give the Trainer feedback.

Guidelines: It can feel strange at first to make a statement instead of asking a question; as if you are "telling the person what they feel." Yet statements usually work better. No "stem words" are really needed to form a reflective listening statement (It sounds like . . What I hear you saying is . . .) It can be as simple as beginning with the word "You . ." When done well, reflective listening flows like a natural conversation.

Trainees: As Speaker, again offer (as in #5) "One thing that you should know about me is that I am ______" statements from your Advance Preparation packet. The Listeners are to make reflective *statements* rather than questions. If you hear a question, either from question words or inflection of voice tone, don't respond. Wait for a reflective *statement*. Then respond naturally, essentially saying "yes" or "no" but also say more – elaborate a bit on what you mean.

As Listener, respond only with reflective statements – but form at least one question (by inflecting your voice upward and/or inserting question words) to give the trainer something to do.

Training Practice #7: Sustained Reflection

Purpose: Beyond learning how to form reflections, a next step is to become comfortable in sustaining empathic listening. It is challenging to respond primarily with reflective listening, so a Listener is allowed to ask two (and only two) questions in 5 minutes of listening. Each trainee will have an opportunity to take two of the three roles.

Group Size: 4-5: Trainer plus 3 trainees add a 4th if needed
Total Time: 20 minutes The session will automatically end after 20 minutes.

Trainer: In one round, one Speaker talks to one Listener for 5 minutes. The other trainee(s) will be an Observer. First explain in your own words the difference between simple and complex reflections. *Simple reflections* repeat or rephrase what the Speaker said, not going much beyond what the Speaker has already communicated. *Complex* reflections make a guess, adding to or extending what was actually said. Explain the concept of *continuing the paragraph*.

- Have trainees choose Speaker, Interviewer, or Observer role
- Have the Speaker choose a topic to talk about for 5 minutes. Some option from the Advance Preparation Packet item #4:
  Ways in which I have changed as a person over the years
  What I hope and plan to do over the next ten years.
  How I came to do the kind of work I am doing.
  An experience I had that could be difficult for someone else to understand.
- Explain that the Interviewer is to respond primarily with reflective listening statements for 5 minutes, but may choose to ask two (and only two) questions.
- Have the Observer, on a sheet of paper, count (on paper) simple and complex reflections, listening for and taking note of particularly good examples as feedback for the Listener.
- Ask the Speaker to begin and start timing, or ask the Observer to be the timer.
- End the conversation after 5 minutes. Ask the Observer to give his or her counts of simple and complex reflections, and to point out particularly good examples.

Then continue with a second round, designating a new Speaker, Listener, and Observer as above.

Guidelines: During a conversation, coach the Listener briefly as needed in maintaining reflective statements and asking no more than two questions. Your coaching time is included in the 5 minutes.

Trainees: Follow instructions exactly as given by the Trainer (not necessarily as written above).

Training Exercise #8: Building Powerful Affirmations

Purpose: To help trainees understand the difference between simple and complex affirmations and to practice forming complex affirmations. This is particularly useful for newer learners of MI who often default to simple affirmations

Group Size: 4-5: Trainer plus 3 or 4 trainees
Total Time: 15 minutes The session will automatically end after 15 minutes.

Trainer:

1. Briefly describe the difference between simple and complex affirmations. List both pros and cons of simple affirmations as well as advantages and timing for complex affirmations (e.g., they require some knowledge of the client). Include key information that complex affirmations generally occur later in the session and when discord is relatively low.
2. Identify a Speaker, Interviewer #1, and Interviewer #2. If you have a fourth participant, he or she will observe and then participate in the post-exercise discussion.
3. The Speaker takes 2 minutes (time it) to discuss a change he or she is considering. This could be an item from section 5 or 6 of the Advance Preparation Packet, or a new topic. The Interviewers do not respond during this time.
4. After 2 minutes, ask Interviewer #1 to offer one SIMPLE affirmation, as if they were a beginning learner. It should *not* be a complex affirmation.
5. Next, ask Interviewer #2 to offer one COMPLEX affirmation.
6. Ask the Speaker for his or her response to the two affirmations.
7. Discuss together (including the 4^{th} trainee if present) what made the simple affirmation simple, and what made the complex affirmation complex.

Repeat the above, identifying new roles. If you have only three trainees, the Speaker can become Interviewer #1. If you have four trainees, give an active role to the person who observed last time.

Guidelines: This could be done in many variations, in response to longer monologues or MI sessions. You could stop an ongoing interview and ask two observers to offer the "client" a simple, then a complex affirmation.

Trainees: When you are the Speaker, use one of your real-play change topics from the Advance Preparation Packet, or come up with a new one that is a change you are actually considering.

Training Practice #9: Generating OARS

Purpose: To help trainees generate OARS responses in a specific scenario. This is a good gradual step toward having newer trainees respond spontaneously with OARS.

Group Size: 7-8: Trainer plus 6 trainees add a 7th if needed
Total Time: 12 minutes The session will automatically end after 12 minutes.

Trainer: Give a brief overview of the practice exercise, assuming that OARS have already been explained. Then offer an example (~2 minutes) of ambivalent speech. It can be real-play expressing your own current experience of ambivalence on a particular topic (past or present) or a hypothetical client's ambivalence. The stimulus example should include two (or more) sides of ambivalence on a particular topic, along with some related emotional experience. The example topic can be, but doesn't have to be a "problem," and reaching a resolution is *not* a goal in this exercise. The topic might be a personal decision, a vexing situation, or just ambivalent experience. The goal is to understand, not to solve. This is not meant to be a difficult or challenging example; just one with material to be explored via OARS.
Hypothetical clinical example: (It's OK to use this one if you choose to, or provide a different one.)

> "*I have been feeling really unhappy lately in my relationship. I have been with my husband for 15 years and I love him, but I don't know if I'm in love with him anymore. He's a wonderful father, and I don't think I want a separation or anything because I don't want to do that to my children. It's not like he's an awful husband either. I'm just not happy. I'm only 43 years old, I'm not ready to give up and just be unhappy for the rest of my life, and if things stay the way they are right now that's what my future looks like. I feel so stupid because I have a really good life. I wish I could just get over it and learn how to be happy*."

Then ask trainees to generate OARS responses. For example:

1. What *Reflections* might you offer?
2. What could you appreciate and *Affirm* in what was said?
3. What *Open Questions* might you ask?
4. What *Summary* would you offer of what was said?

The order suggested above is intentional. It's easiest to start with generating reflections, then affirmations, then consider what open questions might be asked, and finally consider what to include in a short summary.

Guidelines: Coach trainees as needed to shape the kinds of OARS responses you are requesting. This is not an ongoing dialogue – the example stands on its own, and trainees brainstorm possible responses. The OARS responses need not be directional (though they could be). The mindset is one of brainstorming: to generate many possible OARS responses. Respond supportively to what is offered – fine tuning can come later. In a smaller group you might go around in Round Robin style, inviting people to offer different responses. A lesson is that there are many different OARS responses to choose from.
The example could also be provided in written form, asking trainees to write down at least one reflection, affirmation, open question, and short summary. A group can construct a summary together by suggesting what element(s) they would include.

Trainees: Follow the trainer's directions, and feel free to make mistakes (e.g., a response that is not of the kind requested)

Training Practice #10: Nondirectional Practice with OARS

Purpose: To give trainees experience in responding to ambivalence with OARS, listening with interest without trying to cause the Speaker to move in a particular direction.

Group Size: 4-5: Trainer plus 3 trainees add a 4th if needed
Total Time: 20 minutes The session will automatically end after 20 minutes.

Trainer: In one round, a Speaker talks to a Listener for 5 minutes. The other trainee(s) will be an Observer. The Speaker will be talking about "something I feel two ways about" and the Interviewer's task is to *understand* the dilemma without giving advice or seeking to resolve it. The Interviewer is to respond only with OARS. The Observer(s) task is to count (on a sheet of paper) occurrences of O, A, R, and S responses and to record particularly good examples of each in order to offer feedback to the Listener.

- Have trainees choose Speaker, Interviewer, or Observer role
- Make sure all understand their task
- Ask the Speaker to begin and start timing.
- Ask the Interviewer to offer a summary after 4 minutes (if he or she has not already done so)
- End the conversation at 5 minutes.
- Ask the Observer to give his or her counts of OARS responses, and to describe good examples.

Then continue with a second round, designating a new Speaker, Interviewer, and Observer as above.

Guidelines: Coach the Listener as needed to offer OARS responses. You can ask the Listener to offer a particular kind of response (O A R or S) that has not been provided thus far. You can also coach fine points, like voice inflection at the end of a reflection.

Trainees: When you are the Speaker, use one of your "Something I Feel Two Ways About" topics from your Advance Preparation packet. As Listener, follow the Trainer's instructions, and feel free to make mistakes. As Observer, give only positive examples of what you thought were good instances of OARS.

Training Practice #11: Priorities into Agenda Mapping

Purpose: To give trainees experience in the Focusing process.

Group Size: 3-4: Trainer plus 2 trainees add 1 as observer if needed
Total Time: 20 minutes The session will automatically end after 20 minutes.

Trainer:

1. Determine who will be the Speaker and Interviewer. If present, a third trainee can be an Observer and count OARS responses.
2. Explain the Speaker and Interviewer roles below. This is not meant to be role-played as if it were a counseling session, but is a real-play conversation. If you have an Observer, assign a task such as counting OARS responses and recording good examples.
3. The Speaker's topic is his or her list of "6 Month Priorities" from the Advance Preparation packet.
4. The Interviewer is to use OARS skills to interview the Speaker about his or her priorities for the next 6 months in her or his life. Focus on clarifying *goals*, not evoking or planning. As goals emerge, the Interviewer writes them into "bubbles" made on a blank sheet of paper headed "6 Month Priorities."
5. When the list of 6-month goals seems to be complete, the Interviewer reviews the "bubble" list that has emerged, and interviews the Speaker (using OARS) about the relative importance of these goals. Is there an *order* of priority? Which is/are *most* important?

If time permits (about halfway through), reverse roles (or if 3, have Observer become Speaker or Interviewer)

Guidelines: If the agenda-setting process seems perfunctory, coach the Interviewer to explore each goal in more depth using OARS. If there is time for debriefing after the interview, discussion can focus on what the Speaker found particularly helpful in clarifying priorities, and what Interviewer skills were used in focusing.

Trainees: If you are the Speaker, use the "6-Month Priorities" list that you developed in your Advance Preparation packet. If you are the Interviewer, use OARS skills to help the Speaker clarify and prioritize goals for the next 6 months; have a blank sheet of paper on which to draw circles ("bubbles") in which you name goals that the Speaker mentions.

Training Practice #12: Drumming for Change Talk

Purpose: To give trainees some "ear training" in recognizing change talk.

Group Size: 6-7: Trainer plus 5 trainees add a 6th if needed
Total Time: 20 minutes The session will automatically end after 20 minutes.

Trainer: Explain the task, with a brief reminder of the difference between preparatory change talk (Desire, Ability, Reasons, and Need statements) and mobilizing change talk (Commitment, Activation, and Taking Steps). You will use the list of Behavior Change Statements that you developed in your Advance Preparation packet. Be sure the statements are in scrambled order. The instructions to trainees are:

- Listen carefully to the statements I am going to read. The behavior change focus is ______________.
- For each example you will be holding up zero, one, or two fingers between the camera and your face.
- If you think that the statement is a form of *preparatory* change talk, give a thumbs up. (Illustrate)
- If you believe that the statement is a form of *mobilizing* change talk, hold up two fingers in a V. (Illustrate)
- If you think that it is not change talk, hold up a closed fist. (Illustrate)

Give one example to make sure everyone understands. Then move through your list.
Watch the gallery screen to see what your trainees are signaling. If you see significant disagreement, call on specific people to describe how they decided on their choice. In the process you are clarifying what defines preparatory and mobilizing change talk. Where there is ambiguity, acknowledge that coding change talk can be tricky, and the main point here is to recognize change talk in general, and whether it is preparatory or mobilizing.

Guidelines: In live training, trainees usually drum on a table top to indicate preparatory change talk (DARN) and applaud to indicate mobilizing change talk (CATs). The adaptation for doing this practice online is to have trainees (with video on) hold up the index finger for preparatory change talk, 2 fingers for mobilizing change talk, and a closed fist if it is not change talk. An advantage of this approach is that every participant is expected to make a guess for every statement.

If time remains before 20 minutes are up, use it for questions and discussion about recognizing change talk.

Trainees: Follow the trainer's instructions, and feel free to make occasional intentional errors.

Training Exercise #13: Identifying Change Talk

Purpose: To help trainees "tune their ear" to hearing change (and sustain) talk as it occurs "on the fly"

Method: Demonstration and Group Discussion
Group Size: Trainer + 8 or 9
Total Time: 15 minutes The session will automatically end after 15 minutes.

This exercise is preceded by an in-vivo demonstration from either Bill or Terri (about 10 minutes). We will talk with someone (probably a TNT Support Coach) who is ambivalent about making a change. Everyone write down instances that might be change talk and sustain talk as you hear them during the demonstration. Once the demonstration ends, we will break up into discussion groups led by a Trainer, in which the participants will discuss which examples of change talk or sustain talk they wrote and why.

Trainer: Invite examples of change talk that participants heard and recorded. Discuss: why is it (or isn't it) change talk? Do the same with sustain talk examples. Get one example at a time, and involve as many participants as possible. When an example of change talk is offered, you might ask how many participants had that as one of their change talk statements (by actual hand raise on screen). Work toward a shared understanding of what is and is not change talk (or sustain talk). Answer questions raised during the discussion. (You will have a trainer support coach with you in the group, but take the lead as trainer. The coach may step in or clarify as needed.)

Some expected questions might include:

Doesn't the context determine whether something is change or sustain talk? (Yes)
If it's past tense ("I used to exercise") is that change talk? (No)
Does the strength of the statement or perhaps nonverbal information influence whether it is CT or ST? (Yes)
Does it matter whether it's CT or ST when you are thinking of how to respond? (Yes, depending on process)
Can only DARN-CATS statements be change talk? (No; other kinds can happen)
What if you think a client lying to you? (It can be your secret)

Trainees: Discard any sense of competition or having to get it "right." Bring instead a beginner's mind of curiosity, as if you were just learning about change talk and sustain talk.

Training Practice #14: Round Robin Evoking

Purpose: To help trainees understand and practice the Evoking process by slowing it down.

Group Size: 8-9: Trainer plus 7 trainees, one of whom is a Client add 1 more if needed
Total Time: 30 minutes The session will automatically end after 30 minutes.

Trainer: In this practice exercise, a group of participants become a single "Interviewer," taking turns offering one MI-consistent response to which a Client replies. The goal is to evoke change talk (and soften sustain talk as needed). No "Interviewer" may give two responses in a row. After the Client replies, then the next Interviewer (in numerical order) will respond. Each "Interviewer" must maintain continuity with the process in a "yes, and" style, rather than acting as a new and independent Interviewer. Point out that *participants cannot plan ahead* what they will say, because it is determined by the prior Interviewer's response and the client's immediate reply to it.

- Identify a participant who feels able to credibly role-play the client below.
- Assign sequential numbers to the remaining participants, who remember (write down) their number.
- The client begins by making a statement to which the first "Interviewer" responds.
- The Client replies in role to Interviewer 1.
- Now have Interviewer-2 talk *to you* about what MI-consistent response(s) might be offered next. Settle on an acceptable option, and Interviewer 2 speaks it to the Client, who then responds.
- Now call on Interviewer 3, and so on. If you wish, allow others to make suggestions as well.

There should be time for at least two rounds.

Client role: You are a 30-something arrested for a first offense of driving under the influence of alcohol. You agreed to a breath alcohol test at the scene that showed a level far above the legal limit. You drink most every day, mostly beer, and usually more on weekend nights as when you were pulled over for erratic driving. Your spouse and daughter have expressed concern about how much you drink, and on occasion you don't remember periods of weekend time. The arrest, fingerprinting, and overnight jail time was humiliating. You definitely don't think of yourself as having a "drinking problem," but this arrest shocked you, and you know that you do "overdo it" sometimes. Your lawyer suggested that you "see someone" to help with your defense, though you're not happy about it. [Client: Fill in additional details as needed]

Guidelines: It's OK for an Interviewer to discuss with you several possible responses. Help ensure that the chosen response is MI-consistent and also follows from what has transpired thus far. There is a temptation for participants to think ahead to a clever response, but by the time their turn comes it is rarely appropriate. This exercise affords lots of opportunity for good discussion about MI processes. If the Client seems to be either too "easy" or too "difficult," adjust the difficulty level a bit to facilitate learning. It can be useful, when the exercise is over, to ask the Client what responses seemed particularly helpful.

Trainees: Try not to plan ahead how you will respond to the client. Stay in the moment. Pay close attention to what the Client and Interviewers say, and when your turn comes, consider what MI-consistent responses you could offer.

Training Practice #15: Change Talk Bingo

Purpose: This is a fun exercise to hone interviewers' sensitivity to different kinds of change talk, and to use valanced questions and reflections to evoke particular kinds of change talk.

Group Size: 11-12: Trainer plus 10 trainees add an 11th if needed
Total Time: 30 minutes allocated

Trainer: Introduce the concept of *valanced* questions and reflections, a natural response to which is change talk. If you wish, ask different participants what their topic would be if they were the Speaker, and choose which Speaker you prefer for this exercise.

1. Identify participants willing to serve as Speaker and choose one. The Speaker uses an Advanced Preparation Packet topic: "A Change I Want to Make," and announces the focus, the change goal
2. The remaining participants have a Change Talk Bingo card in front of them. They can volunteer (by raise hand) to be Interviewers, whose *collective* task is to use MI to evoke at least five different kinds of change talk. To declare Bingo, the five kinds of change talk must be adjacent (in a row) on the Change Talk Bingo card.
3. All participants listen for change talk, and whenever they hear any particular kind, they mark an X through it on the Change Talk Bingo card, record the time, and write down the statement that they believe qualifies.
4. The first Interviewer chooses (but does not announce) one type of change talk, and uses MI strategies to evoke at least one example of that particular type. When they have evoked what they believe to be an example of that kind of change talk, they say "Pass" and their turn is over.
5. Each successive volunteer Interviewer chooses (but does not announce) a different kind of change talk to evoke and continues until an example has been evoked. *Any Interviewer may also honorably "Pass" at any time, even if the desired change talk has not occurred.*
6. When someone "fills" the card by marking out five types of change talk in a row, the participant says "Bingo!" at which point the exercise stops (at least temporarily).
7. The Bingo declarer reads the change talk statements that he or she believes qualify in each category. If the Trainer agrees, the exercise is over for your group, and you may discuss. If Trainer disagrees, the game continues.

If Bingo is reached early and time permits, you may begin a second round.

Guidelines: Getting all seven kinds of change talk is challenging indeed, which is why the bar for Bingo is set at any *five* types of change talk in a row. That allows omitting two of the four outside categories (Desire, Ability, Taking Steps, Commitment). In other variations, there can be just one Interviewer who seeks to evoke multiple types of change talk while others observe with Change Talk Bingo cards. There can also be a tag team of interviewers.

Trainees: Ideally the Speaker should be naïve to the Interviewer's task and intention. With in-person training, Speakers can be sent out of the room before instructions are given. That's not feasible in this TNT context. So, Speaker: just respond naturally to the Interviewer, neither "helping" nor "resisting" the evocation of change talk.

Change Talk Bingo Card (Exercise 15)

Start Time:________________

Time:	Change Talk Type:	Write down the qualifying change talk
	Desire	
	Ability	
	Reasons	
	Need	
	Activation	
	Taking Steps	
	Commitment	

Training Practice #16: Easy as 1-2-3

Purpose: After recognizing and learning to invite change talk, a third important evoking skill is learning how to *respond* to change talk in order to strengthen it and invite more. What do you say next? This exercise gives trainees practice with spontaneously offering EAR responses: Explore, Affirm, Reflect.

Group Size: 7-8: Trainer plus 6 trainees add a 7th if needed
Total Time: 15 minutes The session will automatically end after 15 minutes.

Trainer: Trainees should have item #7 from the Advance Preparation Packet as a source of their own change talk.

- Briefly review the EARS responses as what to say next when you hear change talk.
- Assign numbers to your 6 (or 7) participants, to write down and remember. ***Make a list of the numbers and names for your own reference.***
- Explain the exercise:
    1. Speaker (#1) offers one change talk statement. If the change goal is not clear from the change talk itself, the speaker should first say what change goal is.
    2. The next person (#2) is a Listener and replies with an E, A, or R response.
    3. The Speaker responds naturally to the listener's EAR
    4. Now #2 becomes the next Speaker, to whom #3 will respond with an EAR.
    5. And so on around the group. With the last Speaker, #1 replies with an EAR
- Take any questions about the exercise, then start with Speaker #1.
- Go around twice if time permits, so that everyone has two opportunities to lend an EAR.

Guidelines: Explore is just a specific kind of Open Question, so EARS is basically OARS. Trainees should already have familiarity and practice with OARS skills before now using them in this way in Evoking.
You will probably need to prompt participants, especially in the first round, to help them keep track of whose turn it is to respond. "OK (#3's name) now you give a change talk statement from your list."
"Now (#4's name) offer an EAR response.
Coach as needed to help trainees respond with an EAR.
Make sure that the Speaker replies to all EAR responses.

Trainees: Your material as Speaker comes from item #7 in your Advance Preparation Packet: Motivations for Change, in which you wrote DARN-CATs statements about a change you are considering.
Remember your number, and follow the Trainer's instructions.

Training Practice #17: Easy as 1-2-3-4

Purpose: This is a more advanced version of #16. Instead of Listeners having discretion to choose which EAR response to offer, Listeners are now asked to give a particular kind of EARS response. Each participant also gets more practice in giving EARS responses.

Group Size: Same 7-8 people and Trainer as in Practice #16. There may be a new coach.
Total Time: 30 minutes The session will automatically end after 30 minutes.

Trainer: Participants have already done Easy as 1-2-3 (#16), so you only need to explain the difference this time in #17.

- Confirm everyone's number. Participants keep the same number they had in Practice #16. The person who was Trainer for Practice #16 now takes your previous number
- Explain the exercise:
    1. Speaker (#1) explains his/her change topic, and speaks one change talk statement (from item #7 in the Advance Preparation packet.
    2. The next person (#2) is a Listener and replies with an Explore (E).
    3. The Speaker responds naturally to #2's Explore.
    4. Now #3 offers a Reflection (R) and the Speaker responds naturally.
    5. Next #4 offers an Affirmation (A) and the Speaker responds naturally.
    6. Finally, #5 offers a Summary (S) of what the Speaker has said, and the Speaker responds.
    7. Then #2 becomes the next Speaker, to whom #3 will respond with an Explore
    8. And so on around the group.
- Take any questions about the exercise, then start with Speaker #1.

You may interview Speakers how the different responses felt in this real-play.
After the last Speaker's turn is complete, depending on time, start a second round.

Guidelines: You will probably need to offer prompts, particularly in the first round, to remind participants whose turn it is to respond, and what they are to offer. "OK, (#5's name), now offer a Summary of what (#1) has said." Make sure that the Speaker replies to all EARS responses.

Trainees: As in Practice #16, your material as Speaker comes from item #7 in your Advance Preparation Packet, in which you wrote DARN-CATs statements about a change you are considering.
Follow the Trainer's instructions.

Training Practice #18: Out of the Woods

Purpose: Everyone makes mistakes, and when you do, it is often quickly apparent in the client's response. When you see your client becoming more defensive, evasive, etc., how do you recover? There are, of course, a variety of ways to do it successfully after a misstep. This exercise intentionally begins with a misstep, and then explores ways to recover. This exercise could also be used "on the spot" when a how-to-respond issue arises. A light-hearted (rather than deadly serious) tone facilitates this practice.

Group Size: 5-6: Trainer plus 4 trainees add a 5th if needed
Total Time: 15 minutes The session will automatically end after 15 minutes.

Trainer: Make sure all participants have video on and are unmuted. Begin by evoking from participants several different ways to respond when you've obviously missed the mark. Then describe this exercise and demonstrate it as the Trainer:

1. Ask a volunteer participant to describe a clinical situation (for example, from their work setting, and a type of client) and then (role-playing the Client) to offer a Sustain Talk or Discord statement that the Client might say.
2. You (the Trainer) provide the misstep: respond to the Client's statement in an MI-inconsistent way. (Nothing outrageous, but something that a provider might reasonably say.)
3. The participant-Client responds somewhat defensively to the misstep, and the action stops.
4. Now evoke from the other participants several ways in which they might recover by responding to this Client in an MI-consistent way.
5. Then designate one of the participants to be an Interviewer and respond to the Client *twice*:
    1. The Client repeats the response to the misstep (#3 above)
    2. The Interviewer responds in an MI-consistent way
    3. The Client replies as feels natural within role
    4. The Interviewer offers one more MI-consistent response
    5. The Client replies as feels natural within role [End of the round]

Repeat rounds like this until each participant has been the Client at least once, or time runs out.

Guidelines: This exercise should be done as a role-play, not a real-play. The purpose in this exercise is not necessarily to resolve the Client's issue, but to provide practice in MI-consistent responding to Sustain Talk or Discord, and in recovering from missteps. Feel free to coach, and try out different responses to the same opening statement, with the Client responding naturally within role. Rounds could extend to three or more Interviewer responses.

Trainees: The Client role you play usually works best when you are thinking of a particular client and/or work setting. Don't be the "client from hell" – just respond as feels natural within role. This is not a long role-play; the purpose is to try out different MI-consistent responses to defensive client behavior.

Training Exercise #19: Using Coding in Supervision and Coaching

Purpose: To practice using objective coding in providing MI supervision and coaching

Method: Small group discussion and roleplay of trainee receiving feedback
Group Size: 10-11: Trainer plus 9 or 10 trainees
Total Time: 25 minutes The session will automatically end after 25 minutes.

This exercise begins with all trainees listening to a simulated therapy session. Then we will break into smaller groups. Every participant will have a copy of the MITI coding for that session.

Trainer

1. *Small group discussion* (10-15 minutes): Ask your group to evaluate the tape with the goal of identifying 1) strengths of the interviewer; MI-consistent practice examples; 2) possible recommendations for improvement of MI practice and 3) identification of *one* priority on which to focus during the next session.
2. *Roleplay demonstration* (about 10 minutes): Quickly identify a trainee to role-play the "MI Learner" (who conducted the MI session and will receive feedback derived from the coding). ***YOU*** (the Trainer) will be the clinician providing the feedback, using the suggestions and enrichment from your trainees in the group discussion.
3. You can decide to get "stuck" during the roleplay, turn back to your trainees for suggestions

Guidelines for the MI Learner: As the Learner, present a nuanced and somewhat defensive response to the feedback you are receiving. You are receptive to learning, and also have a different impression of what you did than is conveyed by the coding.
[Note: In a live training, the Learner could be given instructions that are unknown to the other participants.]

Trainees: Make suggestions for the Trainer to use when he/she is conducting the feedback session.

Interview Transcript for Exercise #19

Utt. #	P or C	Content of Utterance	Code
1	P	Hello, you have reached the Oregon gambling helpline. How may I help you?	Q
2	C	Well um, gosh, I really need to... I don't know; I've never called before, but I think I'm in trouble.	
3	P	Can you tell me a little bit more about that, maybe your name so I can help you out? My name is Jeremy.	Q
4	C	Um, well I uh... You can just call me Sue, um for now. And gosh, I just left the casino not very long ago, and you know I lost, I lost my whole paycheck. And I'm afraid. You know my husband is going to be home pretty soon, and I'm just, I don't know what I am going to do.	
5	P	Ok, well Sue, has this happened before? Is that what is leading you to call me?	Q
6	C	Well, yeah you know, I mean I really like going to the casino. I have a bunch of my lady friends, you know we get together, and it's really fun. We do that and we go, you know. But uh, just not too long ago I did this and I lost my paycheck, and my husband was really mad. He was really mad. Basically, he said that if it happened again, he'd probably ask me for a divorce. And uh, oh man I couldn't handle that.	
7	P	Well it sounds like a pretty serious consequence in that relationship if you were to continue to go to the casino.	CR
8	C	Well, yeah. I mean, you know, most of the time I don't lose though you know. I mean I don't lose all that much. I mean most of the time I just go and just play a little bit or win, you know win a little bit. Most of the time I don't lose.	
9	P	Well Sue, there's a couple of different options of ways we can approach this issue. Obviously, one tactic that we recommend is that you only carry with you as much money as you are willing to lose, that you are allowed to lose and that you create a limit that way, so that you cannot lose your whole paycheck. Is that something that you have ever tried?	GI/Q
10	C	Well, you know I cashed my paycheck there. That's part of the problem, I guess, is that you know they will cash my paycheck for me. And so we just went there, my friends you know, after we got off work at the mill day. We just went straight over there, and you know, I had the thing with me, so I had my whole paycheck with me.	
11	P	Ok, so perhaps what may be a good approach for you is to cash your check at the bank first and only bring a limited amount of cash with you. Is that something that you would be willing to look at as far as a change?	PW/Q
12	C	Well I don't know, I guess I can't, I mean I need to not... Yeah, I think, I hope that might work. I've got to figure out what to do. I mean, I'm just really afraid right now	

		about what's going to happen and that I don't, we won't have enough money for the rent. And you know, I'm just really afraid of what my husband is going to do.	
13	P	Well Sue I hear in your voice, it sounds like in the short term you have a strong fear of possibly losing your husband and maybe even your place to stay, and that can be a pretty traumatic experience.	CR
14	C	Yeah, yeah I mean you know, I just, it's so... I don't think it's very fair of him to treat it that way, but I think he was really serious, because it's just happened one too many times, I guess.	
15	P	Well I don't know if you are aware of this, but you know gambling is, the gambling addiction, not to say that you have one, but the process of becoming addicted to gambling is very similar to people that become addicted to drugs or alcohol.	GI
16	C	Yeah I don't do any of that stuff.	
17	P	So often times when we continue on with a certain behavior, perhaps in your case gambling, it triggers happiness inside of us and releases hormones into our brains that make us excited, happy, and we're enjoying ourselves. But for some people, that rush and that excitement still occurs even when they are losing. Do you ever feel that way?	GI/Q
18	C	Well yeah, I mean all the time I'm playing I, you know when I'm there, it does. It feels good, it's fun, you know we are laughing and enjoying, even if I might not be winning that minute, my friend is. It's like a … it's just it is fun. Uh, until I walk out the door, and then I'm just like ahhh...	
19	P	So when you called in today Sue, what was your goal? Are you looking to try to make some changes so you can save your marriage and maybe not use up your entire paycheck at the casino? What are your goals in speaking with me today?	Q
20	C	Well, I mean first of all, I just need to get through this with my husband and figure out if there is anyway I can get some money so I can help out with the rent and I don't have to deal with that. I need to figure that out, but I do know that it's, that I have to do something different. I can't, you know sometimes it just feels like I can't quit.	
21	P	Well, what would you consider as negative impacts if you were to continue to go to the casino with your paycheck each week?	Q
22	C	Well, I mean I know this could happen again. You know, maybe next time I'll come home with extra money which I have done before, and so I don't ever have to deal with it then, if that happens. When that happens. But maybe it could happen again.	
23	P	Can you tell me a little bit about the positives; what is it that you feel positive about when you go to the casino? It sounds like you have friends that participate with you. What are the benefits if you continue to gamble?	Q
24	C	Well, of course right now it doesn't feel like there are any, because I'm so worried about what's going to happen here in the next, you know the next few hours. But you	

		know I do... it is really fun! It's just a game, you know and it's just fun and I like being with my friends. You know my husband doesn't, he doesn't ever want to do anything. He sort of a stay at home, stick-in-the-mud kind of guy, and so he don't ever want to do anything. So you know, I just enjoy being out with my friends and doing you know... I mean they... Well, sometimes I do go by myself, but most of the time I'm with them.	
22	P	So, have you considered as far as games go, have you considered other options besides the casino that maybe are free or cost less, such as a bingo night? Maybe you and your husband could go together, but the stakes are much lower.	Q/?PW
26	C	Well he wouldn't go play bingo. He wouldn't do anything like that. Gosh, that just makes me sound old! Isn't it just old ladies that go and play bingo?	
27	P	No. Bingo can be enjoyable, and it does lend itself towards the same kind of brain activity as your gambling. But you know, what if you were willing to make a change? What if that was something that your husband required for you guys to continue your marriage? What do you think the negatives would be of making some sort of change?	GI/Q
28	C	I'd have to stay married I guess.	
29	P	That's a negative?	Q
30	C	Uh huh, it's both.	
31	P	Ok, well it sounds like we have some more that we could talk about. I have some resources I can give to you. Um, I just need to put you on hold for a couple minutes and get you to the correct operator. Would you be interested in learning a bit more about that and possibly even calling back if you would like to discuss this further?	GI/Seek?
32	C	Yeah, I mean I guess I do need some resources. You probably can't get money, money isn't probably on there as one of those things you can give me?	
33	P	No, unfortunately not. But we do have other resources that can help you out	GI
34	C	Ok.	
35	P	All right, well thank you for calling Sue.	noncode
36	C	Thanks.	

MITI Coding for Exercise 19

Global Scores

Technical Components					
Cultivating Change Talk	1	2	***3 x***	4	5
Softening Sustain Talk	1	2	***3 x***	4	5
Relational Components					
Partnership	1	2	***3 x***	4	5
Empathy	1	2	***3 x***	4	5

Target Change:_Gambling ____________________

Behavior Counts

Giving Information (GI)	6
Persuade (Persuade)	0
Persuade with Permission (PW)	2
Question (Q)	11
Simple Reflection (SR)	0
Complex Reflection (CR)	2
Affirm (AF)	0
Seeking Collaboration (Seek)	1
Emphasizing Autonomy (Emphasize)	0
Confront (Confront)	0

For this Interview

Interpretation Ranges for MITI Measures:	**Fair**	**Good**	**Clinician Ratings**
Average Relational globals (Emp + Par/2)	Average of 4	Average of 5	**3**
Average Technical globals (CCT + SST/2)	Average of 3	Average of 4	**3**
R:Q ratio (total reflections/total questions)	1:1	≥2:1	2:11
% complex reflections (CR/ total reflections)	40%	50%	100%

Strengths:

- Avoiding MI Inconsistent behaviors such as confronting or warning, which is remarkable considering this topic
- At least one instance of asking for change talk, so Jeremy has a foundation to build on for greater attention to client language
- Does not automatically apply a label of addiction – paying attention to engaging

Areas for improvement:

- Increasing reflections to convey empathy
- Find strengths in the client to Affirm
- Give less information at the expense of evoking the client's reasons to change
- Emphasize the client's autonomy in making the change

Remember: Select *only one thing* to suggest for improvement. What choice would you make? Why would you choose that? How will you give this feedback to your learner?

Training Practice #20: Evoking Confidence

Purpose: This practice illustrates how the same skills for evoking *importance* can be used to strengthen client confidence. The speaker's real-play topic is "something I am unsure if I can do." (from the Advance Preparation Packet). This sets the stage with a topic where desire, reasons and/or need are present, but confidence (ability) is less clear.

Group Size: 4: Trainer plus 3 trainees add a 4th if needed
Total Time: 20 minutes The session will automatically end after 20 minutes.

Trainer:

- Explain (in your own words) that importance and confidence are two different elements of change motivation, and MI can be used to evoke either of them. Often the focus in MI has been on importance, but here the same skills are used to evoke confidence.
- Determine who will be the Interviewer, the Speaker, and an Observer (or two if needed)
- The Speaker's topic is #8 from the Advance Preparation Packet
- Instruct the Interviewer to listen carefully with a goal of understanding the person's dilemma, offering no advice. Instead the interviewer asks these four open questions in any order, following the person's responses with reflective listening.
  1. On a scale from 0 to 10, how confident are you that you could make this change if you decide to do it? Follow-up question: And why are you at __ and not zero?
  2. What is there about you (strengths, abilities, talents) that could help you do this?
  3. How might you go about it, in order to succeed?
  4. What have you done successfully in the past that was like this in some way?
- Then at the end of this conversation the Interviewer offers a summary of all the ability change talk that he or she heard.
- The Observer(s)' task is to listen for and write down confidence (ability) language.
- After the Interviewer's summary, ask the Observer for any additional confidence/ability language that was not included in the summary.
- Debrief by asking the Speaker to describe his/her experience during the interview. Then ask the Interviewer to reflect on the experience of using an MI style to evoke confidence, and any righting-reflex responses that they had to suppress.

Guidelines: If the first round goes very quickly, select a new Interviewer and Speaker for a second round. This exercise is a variation of "A Taste of Motivational Interviewing" (Practice #3). The tight structure is helpful for less experienced trainees, making this easier than open-ended use of OARS in evoking change talk.

Trainees: The Speaker's topic from the Advance Preparation Packet (#8) is "something that you hope to do, would like to do, have reason to do, and/or is important for you to do, but you are also not sure whether you *can* do it (have the ability to do it, have the time, energy and resources needed, etc.).

Training Practice #21: Readiness Line-up

Purpose: In a live workshop, trainees line up at numbers ranging from 0-10 based on their perceived readiness or interest (e.g., to learn MI, to do a particular task, etc.). This implies permission to be anywhere along the line, and the Trainer interviews participants at various points in the line-up, further communicating acceptance. In this online version, participants hold up their number below their face so that it is visible to all.

Group Size: 11-12: Trainer plus 10 trainees add 11th if needed
Total Time: 15 minutes The session will automatically end after 15 minutes.

Trainer: You should have 10 or 11 participants on screen. Your task is to understand the perspectives and experience of people at various numbers along the line.

1. Read the question to your trainees: "To what extent do you feel ***ready, able, and comfortable*** to effectively teach MI skill for softening strong 'resistance,' sustain talk, and discord?"
2. Present the rating scale: Decide where you are on a scale from 0 to 10, where 0 means "not at all" and 10 means "completely."
3. Ask trainees to choose the number that best represents where they are on this scale, and write their number **large** on a piece of paper to hold up on screen below their face so that all can see it.

Guidelines: Wait until everyone has a visible rating. Then in no particular order, interview people who have chosen one of the numbers, about "Why you chose that number to describe you." Respond primarily with reflection, until you have an understanding of the person's choice. Possible (not required) follow-up questions:

- Where would you *like* to be on this line? (and why)
- Why didn't you choose a lower number like ?
- Why didn't you choose a higher number?
- What would help you to increase your number?
- How important is it for you to increase your readiness, ability, and comfort in teaching this skill?

Move around on the scale, interviewing people at different numbers, not just in ascending or descending order.

Trainees: The rating scale in this exercise combines readiness, ability, and comfort. If you were rating these separately you might give them different numbers, but choose *one* number (no decimals) that best indicates how ready, able, and comfortable you feel to effectively teach MI skill for softening strong "resistance," sustain talk, and discord.

Training Practice #22: Batting Practice

Purpose: To build trainees' confidence in spontaneously generating MI-consistent responses to "resistant" material. In a live workshop, participants stand in a circle, but it can work just as well online. The name "batting practice," draws on an image from baseball or cricket. You don't have to "hit a home run," but merely "get some wood on it" as if it were batting practice (rather than a major league game).

Group Size: Group Size: 6-7: Trainer plus 5 or 6 trainees add a 6th if needed
Total Time: 20 minutes The session will automatically end after 20 minutes.

Trainer:

1. Briefly refresh some MI strategies for responding to sustain talk and discord. Ones that are usually easier are reflections (including amplified or double-sided), emphasizing autonomy, and apology,
2. Provide a demonstration before the exercise begins by inviting participants to "pitch" (or bowl, for cricketers) resistant statements to you and model MI consistent responses. (The pitcher/bowler does not reply to you in this demonstration.) Respond to several pitches/bowls.
3. Assign batter numbers to the 5 or 6 trainees. (Everyone will have a turn at bat.)
4. Emphasize that the goal is to "just get some wood on it" – anything that is MI-consistent.
5. Batter #1 is up. Ask the other group members to throw out specific client responses, to which the batter replies. The pitcher/bowler does not respond to what the batter said. After three pitches, the batter's turn is over.
6. Engage Batter #2 and continue until all have had a turn at bat.

If a batter needs some help, one thing that can work well is to have the batter talk to you (Trainer) about possible responses before voicing a response.

Guidelines: You can ask trainees to write down several examples of client sustain talk or discord from their own experience or work setting. This task could also be added to an Advance Preparation Packet.

Coach as needed. When an MI-inconsistent batter response occurs, don't let it pass, but gently encourage the batter to try a specific kind of response (simple reflection, etc.).

If the first round goes quickly, you can start a second round in which a batter responds *twice*:

1. Pitcher throws out a client resistant statement
2. Batter replies in MI-consistent manner
3. Pitcher responds naturally to the Batter's reply
4. Batter responds in MI-consistent manner.

This second round might be just one pitch per batter.

Trainees: As pitcher/bowler, offer sustain talk or discord statements that you have heard in your work. As batter, offer an MI-consistent reply. To give the Trainer something to do, a few batters may intentionally offer an MI-inconsistent response.

Training Practice #23: Preparing a Client Role

Purpose: Proper preparation for a client role-play can often prevent problems, and help the exercise to more fully achieve intended goals. The task here is to develop a clinically interesting Client role to be used in a subsequent practice exercise focusing on an MI approach to the Planning process.

Group Size: 6-7: Trainer plus 5 trainees add a 6th if needed
Total Time: 15 minutes The session will automatically end after 15 minutes.

Trainer: Your task, in working with a group of 5 or 6 trainees, is to develop a Client role that will be useful in practicing the Planning process. Come to a consensus on the role, and take sufficient notes (or assign someone to do it) so that the role can be used in the subsequent practice exercise (#24). In essence you are facilitating consensus decision-making. The tasks include deciding:

- What is the service setting, and why did this Client come to the setting? You can evoke several possible service settings before settling on one.
- Who is the Client – gender, age range, occupation, current job (if any), living situation, family members (if any), presenting problems when he/she came to the agency, etc.
- What is the Focus of treatment? What change goal(s) were part of the treatment plan?
- The Client has completed several prior sessions with this Therapist, they have a working alliance, and are just converging on a Planning process: Now what?. What are the primary motivations for change that emerged through Evoking? The Therapist will need these to form an opening transitional summary.
- What obstacles stand in the Client's way in accomplishing this change?
- Are there family members or significant others who support or oppose the change?
- **Who in the group could credibly portray this Client?** This person will need to *ad lib* some background details as the session emerges.
- **Who in the group is willing to portray the Therapist,** using MI skills in a Planning process?

DO NOT START THE ROLE-PLAY. WAIT FOR EXERCISE 24.

Guidelines: Develop together a clinically interesting scenario that is neither too easy nor too difficult. You have 15 minutes to brainstorm and reach consensus on the Client role,

A very common occurrence in this exercise is for trainees to suggest a multiply complicated case, in essence an extremely difficult one: e.g., a person experiencing homelessness who has several disabilities, multiple serious diagnoses, is terminally ill, and is wanted by the police on felony charges. Trainees often want to see a *really* difficult case, but *don't allow the client to become so complicated!*

Trainees: In contributing ideas for this Client role, you may draw on your own clinical experience and perhaps even think of an actual client you treated or supervised.

Training Practice #24: Forethought

Purpose: In this practice, MI is slowed down by having the Therapist discuss strategies with the Trainer before implementing them with a Client. The purpose is to encourage conscious forethought before implementing a strategy.

Group Size: 6-7: Trainer plus 5 trainees add a 6th if needed (Same group as Exercise #23)
Total Time: 30 minutes The session will automatically end after 30 minutes.

Trainer: The Client role for this practice of the Planning process was developed in exercise #23. Participants have already been identified for the Client and Therapist roles. There will be three Observers to whom you may assign tasks such as counting and recording CATs responses from the Client.

1. The Therapist begins with a recapitulation of the Client's motivations for change (developed in exercise #23) and asks an open question such as, "So what are you thinking at this point?"
2. The Client responds naturally in role.
3. Before speaking again, the Therapist first talks *to you* the about strategy behind what he or she is about to say, the intent, the direction in which he or she is going, etc. In other words, before the Therapist says the words, he or she explains the rationale for saying them. The Therapist may also describe two different possible approaches, before settling on one. A rationale can be short: "I plan to reflect the Client's feeling," or "I plan to ask for the Client's own ideas."
4. You comment, ask more, or assent, and the Therapist speaks as planned to the Client.
5. The Client responds naturally in role, and so the process continues, describing a strategy to you before saying it to the Client.
6. At any time, the Therapist may call on the Observers for a possible next response and rationale. The Therapist may also "tag" an Observer to take over the Therapist role, in which case the new Therapist explains a strategy to you, the Trainer, before saying it to the Client.

Guidelines: This is a complex exercise, requiring patience all around. (This is one reason for using a role-play rather than having a participant suffer through such a slow real-play.) There is a round robin version of "Forethought" in the MINT TNT manual, but it's simpler with one Therapist. The ability to call on or swap with an Observer offers a relief valve for the Therapist.

Trainees: Pay close attention when you're an Observer. You may be called on for an idea or to step into the Therapist role.

.

Training Exercise #25: Negotiating a Training

Purpose: To introduce trainees to the complexities (and some solutions) in negotiating MI training.

Group Size: 10-11: Trainer plus 9 trainees, add a 10th if needed
Total Time: 25 minutes The session will automatically end after 25 minutes.

Materials: Trainees begin with an email request to conduct an MI training, which includes some unrealistic or unhelpful suggestions from the "purchaser/requester" of the training. There is also a description of the P/R that contains information about their organization and their goals for implementing this training.

Trainer:

1. Small group discussion (5-7 minutes): Ask your group to generate suggestions for possible strategies to improve the value of the training
2. Roleplay: Next, set up a roleplay Zoom conversation with the decision-maker for the "Purchaser/Requester". The purchaser should be appropriately reasonable about suggestions made, but interested in knowing why they should follow them and what the pay-off is for the organization.
3. Ask for a volunteer to be (or otherwise choose) an "MI Trainer" from your group. The "MI Trainer" will attempt to negotiate at least 2 of the strategies generated in the small group discussion. The negotiation will end with an agreement either to proceed, not to proceed or to gather more information.

Guidelines: The goal for this exercise is to help trainers realize that they know much more than most people do who are requesting MI training from them, and that they are sometimes in a position to negotiate much better training plans than would otherwise occur to the requester.

Trainees: Be ready to offer suggestions or examples for the Trainer to use when conducting the negotiation session. Set aside any discussion of payment for the training. Don't let compensation issues sidetrack the discussion. Negotiating compensation can be a separate process, though obviously related to the work to be performed.

Example Training Request for Exercise #25

Dear MINT Trainer:

My name is Chris Watson, and I am contacting you at the recommendation of my director of Human Resources, who found your name on the Motivational Interviewing Network of Trainers. I am the CEO of the Feel Right Health Maintenance Organization. One of our organization goals for this upcoming year is to increase the wellness of our patients with diabetes. To this end we have identified our Diabetes Educators to implement 3 major wellness goals (A1C below 7, carbohydrate counting at least one day per week, 30 minutes of exercise daily). I've been told that Motivational Interviewing is an excellent technique for our educators to learn so they can move patients towards these goals.

We have approximately 300 diabetes educators across the nation in our system. All of them will be visiting our national campus this year for continuing education and certification. While they are here, we would like you to teach motivational interviewing workshops for them. Our typical CE class is about 50 providers, requiring about 6 workshops. We have set aside 3 hours for each of these workshops.

Can you please advise about whether you can accomplish this goal of training our Diabetes Educators in Motivational Interviewing? It is an important goal for us and we would be pleased to have a member of MINT providing this training. We are certainly able to offer a competitive fee for your services.

Best wishes,

Chris Watson, CEO

Feel Right Health Maintenance Organization.