

Training Hints & Sample Agendas

Introductory Presentations and Agendas

Here are some ideas for you if you have an opportunity for a brief introduction to Motivational Interviewing as part of a professional development session or as a voluntary session you invite colleagues to attend. Also, you will find a possible beginning workshop agenda.

Experiential activities are valuable, since they provide an authentic experience that is better at getting participants to understand MI. That can generate interest in further learning of MI. MI can be useful for everyone involved in schools (professionals, paraprofessionals and even students in peer mentoring roles), so all would be welcome. MI can help in any conversation where behavior change might be useful. The suggested introductory session activities can be the initial part of a Beginning MI workshop.

Experienced workshop facilitators may be available to lead a longer session or multi-day institute as well as provide you with further information and support like advanced training and coaching sessions. You can refer to the list of experience trainers for educators on this site as well as go to the Motivational Interviewing Network of Trainers website for a list of MINT Trainers.

Introductory Session Agenda

Experiential Learning Activities

A. Closed Fist Activity (refer to instructions below and also to MI in Schools, Rollnick et al, Guilford Press)

B. Partner Trials Comparison Activity (refer to instructions below, also to MI in Schools, Rollnick et al, Guilford Press)

D. Definition of MI

Introduce the definition of MI...

Beginning Workshop Agenda

- Partner Trials Comparison Activity (Roadblocks vs. Taste of MI, instructions below)
- The Spirit of MI
- A Strength-Based Model
- Paired Sharing “What do you think? Concerns? How does MI resonate with you?”
- Theoretical Support (Bem’s Self Perception & Self Determination, refer to description in MI Efficacy section)
- Research on Effectiveness (refer to Bibliography)

- The 4 Processes
- MI Core Skills: OARS
- Practice Reflections or observe Film of MI Session with observation of OARS Sheet/ Discussion (see form below)
- Strategy for giving Info: EPE (Elicit-Provide-Elicit)
- More Practice Activities with Evoking Change talk strategies
- Questions?/Reflections? Evaluation.

Closed Fist Activity

(Appreciation to MINT members Rik Bes and Colleen Marshall for this activity.)

Have participants partner up and decide who will be person 1 and person 2. Person 1 is asked to make a fist and is told “this is your fist and you will do with it what you want.” Person 2 has the task of getting person 1 to open their fist only using their power of conversation. They can use no bribes, threats or force their hand open.

Then debrief the exercise by asking people about their experience. Why did they open their fist? Why did they not?

Here you may want to talk about human’s need for autonomy/not feeling controlled (optional: refer to Self-Determination Theory)

Partner Trials Comparison Activity

Adapted from Activity created by Bill Miller

Workshop Facilitator instructions to start the activity

Ask the participants to pair up with someone; best if they do not know each other well. Then say: “talk with your partner and decide who is willing to share ‘an issue’ which is something you are considering changing but have not decided to do yet, like a new year’s resolution.

You will have the “issue person” and the “helper.” The “Issue person” should just be yourself. The ‘helper’ will be doing a role play, that means you will only follow the instructions on the sheet that I will give you.” [Don’t give the sheet to the “issue person” until after the activity or if in any handouts ask them to not to get them].

Copies of the instructions on the next page (color copies are best to avoid mistakes) should be made with the trials either on the two sides of a paper or on one sheet which has been folded in half. Insist they only follow the instructions and they start with TRIAL ONE IN RED (if instructions are in color) until you tell them to stop. Go for 3+ minutes with Trial 1 and then debrief as described here. [With the green trial 2 it should last until most pairs have finished the questions.]

Workshop Facilitator instructions between trials

Facilitator may choose to write down on a board/large paper the descriptions from persons “with issues” after each trial provided of how they were feeling, i.e. disrespected, not listened to... or cared what I thought, understanding... Also, after each trial, have them show the number of fingers on one hand (1-5) as to how helpful the conversation had been (you can add them or choose not to, especially if it is a huge group).

Copy the following onto a single sheet of paper front and back (Trial on different sides)

Partner Trials Comparison Activity

In pairs start by identifying one person willing to share “something I am considering changing?” That person will be the ambivalent person, the other, the MI interviewer. Interviewer, please follow the instructions (don’t do it your way). Ambivalent person, just be yourself.

INSTRUCTIONS FOR THE INTERVIEWER

The interviewer will have two trials, each following the instructions attached, starting with trial one and using that style until instructed to stop. The person with “an issue” will go along with the interview being ready to share how the interview made her/him feel after each trial. Print the two trial instructions onto two sides of the same sheet of paper.

Trial One

As soon as the person tells you what they are considering changing do some of the following:

1. Ordering, directing, or commanding
2. Warning or threatening
3. Giving advice, making suggestions, or providing solutions
4. Persuading with logic, arguing, or lecturing
5. Moralizing, preaching, or telling clients what they “should” do
6. Disagreeing, judging, criticizing, or blaming

THERE WILL BE A DEBRIEF WITH THE LARGE GROUP BEFORE TRIAL TWO.
WAIT TO TURN THE PAGE UNTIL TOLD

Fold here or copy on the other side

Trial Two

Ask the following questions; allow your partner to answer for as long as they see fit until you go to the next question. Give them your active attention. Remember what they said so you can summarize (# 5) “why they are prepared to change”

WHY WOULD YOU WANT TO . . . (what they said they were considering changing)?

IF YOU DID DECIDE, HOW WOULD YOU DO IT?

WHAT REASONS ARE THERE . . . (to do that change)?

ON A SCALE OF 1 TO 10, WHY IS THIS IMPORTANT TO YOU?

GIVE A SUMMARY WHAT YOU HEARD... WHY THEY ARE PREPARED TO CHANGE . . . (“It seems like you are prepared to change because...”)

FINAL QUESTION: WHAT DO YOU THINK YOU NEED TO DO TO ACCOMPLISH THIS?

HELP WITH THE DEBRIEF WITH LARGE GROUP.

HOW DID IT FEEL FOR EACH OF YOU TO DO THIS ONE? HOW SAFE/ACCEPTED/LIKELY TO CHANGE?

Observer Sheet: OARS

Listen for examples of the interviewer's use of each of the OARS responses. As you hear them, place a hash mark (!) in the appropriate row. Optional: Make notes of examples.

INTERVIEWER RESPONSE		COUNT (hash marks)	GOOD EXAMPLE(S)
Questions	Open		
	Closed		
Affirmations			
REFLECTIONS			
Summarizations			
Roadblocks/Traps			

Goal met?

1. At least twice as many Reflections as total Questions (combined Open & Closed).	
2. More Open Questions than Closed Questions.	
3. A few Affirmations.	
4. One or two Summaries.	
5. Avoid Advice, Teaching, Without Permission, Confrontation.	

MI Adherent Feedback (when in an observer role of an MI role/real play)

1. What was your experience like?
2. *(Reflect, Elaborate, Summarize, Affirm)*
3. Would you like to see the rating sheet?
4. *(Any further discussion should be initiated by the RECIPIENT of the feedback).*

To be filled in by RECIPIENT (MI provider of the role/real play)

On the next interview practice, I would like to do...

More: _____

Less: _____

Adapted from Resources from the www.Motivationalinterviewing.org website.