**Motivational Interviewing**

Glossary of Macroskills

Reflective Training

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| **Focusing Skills** | **Definition / Example** |
| Guide/redirect to topic of change | “So, you’re considering change.”  “How does this connect to the question of change?” |
| Identify possible Target Behavior | “Can we talk about taking your medications?”  “You’re considering changing your diet.”  “I see that you smoke. Can we discuss that?”  “You’re wife is worried about your drinking and asked you to talk to me about it.” |
| Query next steps | “Where do we go from here?” “What do you think you’ll do about it?” “What are you considering doing?”  “What are some things you’ve considered doing?” |
| Reflect Ambivalence/Double-sided | Reflect the client’s ambivalence about making a change. “Part of you wants to be here. Another part wishes you had stayed home.” |
| Use Importance/Confidence rulers | “On a scale of 1-10, how confident are you that you could make this change if you decided to?” |
| Summary | “Let me see if I can summarize what you’ve been saying...” |
| Elicit-Provide-Elicit | Provide psychoeducation OR directions. Lead by asking the client about the topic (“What do you already know about smoking cessation?”), then providing information (“Can I tell you some more about smoking?”), and then asking again (“What do you make of the information I’ve given you?”) |
| **Respond to Resistance** | **Definition / Example** |
| Validate experience | Communicate to the client that their experience of stuckness is normal, understandable, acceptable, |
| Amplified reflection | Exaggerate client’s resistance so that client will disagree and provide change talk (e.g., “Online gaming is very important to you, more important than your health.”) |
| Shift focus | When client is resistance, draw their attention to another topic that is also salient to them in order to decrease sustain talk. (e.g., “I can hear that it is important to you that your doctors don’t push you around. I know it is also important to you to do something about these chest pains. Tell me why that is.” |
| Reframe | Cast sustain talk in a different light that highlights possibilities, strengths or motivation (“You’ve clearly been through a lot. I can see how being tested this way has solidified your reasons to make this change.”) |
| Double-sided reflection | Reflecting a client’s ambivalence by pointing to factors pulling toward sustain AND factors pulling toward change (e.g., “On the one hand, you care about how you feel and you want to be around for your grandkids. On the other hand, you don't want to change your diet if it means giving up your cultural traditions.” |
| Emphasize personal choice/control | Eg, “At the end of the day this is your choice and nobody else—not your employer, not me—gets to tell you what to do. Whatever you choose, it has to work for *you*.” |
| Come alongside | In response to continued or intense resistance, validating and agreeing with the client’s resistance—preserving the relationship so that you can return to the subject in the future. (e.g., “I hear you loud and clear and maybe its time I stop playing devil’s advocate: Clearly you do not want to quit smoking. You like what it does for you and you want to keep smoking—at least for now.” |
| **Evoke Change Talk** | **Definition / Example** |
| Evoke using DARN | Ask an open question, the answer to which will be change talk in the category of Desire, Ability, Reasons, or Need. (e.g., “What other reasons do you have to change?” “How would it feel if you succeeded in making this change?) |
| Reflect Change Talk | e.g., “You know you are going to change, it’s just a matter of when.” |
| Seek elaboration of change theme | When client has begun talking about a change theme, drawing out more change talk. (e.g., “Why else does your daughter’s opinion about your medication matter?” |
| Look forward | Ask what may happen if things continue the way they are. Ask what the future might look like if the client attempts change and is successful. |
| Look back | Ask about a time before the current concern emerged. How were things different, better? |
| Query extremes | What are the worst things that might happen if you don’t make this change?  What are the best things that might happen if you do make this change? |
| Explore goals and values | “How does the way you eat connect with your values, with what really matters to you in life? Does it help you life by your values? Does it interfere?” |
| **Planning** | **Definition / Example** |
| Identify action-oriented plan | Collaboratively develop a plan. |