

MODULE 4:

Basic Strategies of Motivational Enhancement

Preparation Checklist

- Review Getting Started (page 6) for preparation information.
- Preview Module 4, including handouts.
- Post on the training room wall the Class Rules and all the newsprint pages generated during Module 3.
- Review pages 49–53 in TIP 35, “Five Opening Strategies for Early Sessions.”
- Prepare newsprint titled Five Basic Strategies, and list the following:
 - Open-ended questions;
 - Affirming;
 - Reflective listening;
 - Summarizing; and
 - Eliciting or reinforcing self-motivational statements.
- Prepare newsprint titled Types of Self-Motivational Statements, and list the following:
 - Cognitive recognition of the problem;
 - Expression of concern about the problem;
 - Direct or implicit intention to change behavior; and
 - Optimism about ability to change.
- If you have a co-trainer, prepare scripted demonstrations of each basic strategy (if you do *not* have a co-trainer, use a participant volunteer to demonstrate several strategies).
- In addition to the materials listed in Getting Started, bring a timer to the session (optional).

Module 4 Overview

Module 4 Goal and Objectives

Goal: To provide an overview of and practice in using basic motivational enhancement strategies.

Objectives: Participants who complete Module 4 will be able to—

- List and explain five basic strategies of motivational enhancement; and
- Demonstrate beginning skill in using these strategies.

Content Timeline

Introduction	15 minutes
Presentation: Five Basic Strategies of Motivational Enhancement (from TIP 35, chapter 3, pages 49–53)	45 minutes
Exercise: Basic Strategies—Role Play	60 minutes
Total Time	2 hours



15 minutes



OH #4-1



Handout 4-1



Handout 1-2



45 minutes



Introduction

Welcome and Review

Welcome participants as they enter the room, and ask them to review Module 3 by—

- Walking around the room and looking at the newsprint pages posted on the wall; and
- Reviewing their notes.

Ask whether anyone has any questions or thoughts about Module 3.

Tell participants to share the experiences they had with the practice homework assignments given in Module 3.

Ask participants to review the paragraphs they wrote and to find partners.

Tell participants that they have about 10 minutes to talk with their partners about their experiences.

Module 4 Goal and Objectives

Give participants Handout 4-1: Module 4 Goal and Objectives.

If you prefer, give participants all the handouts for this module now rather than one at a time.

Briefly review the goal and objectives.

Ask participants to—

- Locate Handout 1-2: Readiness Ruler in their folders;
- Assess their current readiness to learn about motivational enhancement and integrate new counseling techniques and behaviors into their practice; and
- Mark the third readiness ruler on the handout at the appropriate point.

Tell participants that they will use the handout later in the session.

Presentation: Five Basic Strategies of Motivational Enhancement

Display the Five Basic Strategies newsprint page you prepared.

Explain that these five basic strategies are particularly useful in the early phases of treatment with clients in all stages of readiness but are basic to working with clients in all phases of treatment.

Discuss each of the five strategies.

Ask Open-Ended Questions

Ask participants: What does “open-ended” mean?

Ensure that responses include—

- Questions that cannot be answered “yes” or “no”;
- Questions that cannot be answered with one or two words; and
- Questions that are not rhetorical.

Ask participants for examples of open-ended questions.

Refer participants to page 51 of TIP 35.

Review the lists of closed questions and open-ended questions.

Note that open-ended questions—

- Help the clinician understand his or her clients’ points of view;
- Elicit clients’ feelings about a given topic or situation;
- Facilitate dialog; they cannot be answered with a single word or phrase and do not require a particular response;
- Solicit additional information in a neutral way;
- Encourage the client to do most of the talking;
- Help the clinician avoid making prejudgments; and
- Keep communication moving forward.

Ask for a volunteer to help demonstrate using open-ended questions.

Demonstrate using open-ended questions by asking the volunteer about how he or she got into the counseling field, his or her last vacation, or another topic.

After several minutes of demonstrating, ask participants whether they have any observations or questions.

Ask participants to find a partner.

Ask participants to take turns asking each other about last weekend using open-ended questions.

Walk around the room, observe, and give positive feedback as appropriate.

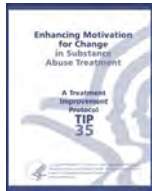
Affirm

Explain that affirming clients—

- Supports and promotes their sense of self-efficacy;
- Acknowledges their difficulties;
- Validates their experiences and feelings; and
- Increases their confidence to take action and change their behavior.

Note that—

- Emphasizing experiences that demonstrate strength, success, or power prevents discouragement.
- For some clients, affirming their inner guiding spirit and their faith helps resolve their ambivalence.



OH #4-2



OH #4-3

Give participants a few examples of affirming statements from the list below:

- I appreciate how hard it must have been for you to decide to come here. You took a big step.
- I think it's great that you want to do something about this problem.
- That must have been very difficult for you.
- You're certainly a resourceful person to have been able to live with the problem this long and not fall apart.
- That's a good suggestion.
- It must be difficult for you to accept a day-to-day life so full of stress. If I were in your position, I also would find that difficult.

Ask participants for more examples of affirming statements.

Demonstrate the strategy by affirming different participants for behaviors they have displayed.

Listen Reflectively

Note that reflective listening—

- Keeps coming up because it is a critical skill in motivational approaches; and
- Is particularly necessary in the early stages of counseling.

Ask participants: What do you remember as the definition of reflective listening?

Provide the definition if necessary: reflective listening involves the counselor's—

- Making a reasonable guess about what the client means; and
- Rephrasing the client's statement to reflect what the counselor thinks he or she heard.

Explain that reflective listening—

- Provides clients a different way of considering what they have said;
- Reduces the likelihood of resistance;
- Encourages the clients to talk;
- Communicates respect;
- Cements the therapeutic alliance;
- Clarifies exactly what clients mean; and
- Reinforces motivation.

Emphasize that true reflective listening requires—

- Continuous tracking of the client's verbal and nonverbal responses and their possible meanings;
- Understanding of the communication style of the client's culture;
- Formulation of reflections at the appropriate level of complexity; and
- Ongoing adjustment of the clinician's hypotheses about the client's behavior.

Ask for another volunteer, someone willing to talk about the readiness rulers, to help demonstrate reflective listening.

Talk with the volunteer about the readiness ruler, using both open-ended questions when appropriate and reflective listening.



OH #4-4

After several minutes of demonstrating, ask participants whether they have any observations or questions.

Ask the volunteer to remain in place for a few minutes.

Summarize

Note that most clinicians find it useful to summarize occasionally what has occurred in a counseling session.

Explain that summarizing consists of—

- Distilling the essence of what clients have expressed; and
- Communicating it back to them.

Note that summaries help clients by—

- Reinforcing what they said;
- Demonstrating that the clinician has been listening carefully;
- Helping clients consider their responses and experiences; and
- Preparing clients to move forward.

Note that—

- A summary that links the client's positive and negative feelings about substance use can promote an understanding of ambivalence and the recognition of discrepancy.
- Summarizing is a good way to review previous sessions and to end a current counseling session and provides a natural bridge when the client transitions between stages of change.
- The clinician should encourage the client to correct summaries.

Emphasize that summarizing serves a strategic purpose; in presenting a summary, the clinician selects what information to include and what to minimize or leave out.

Demonstrate this strategy by summarizing your conversation with the last volunteer and asking the volunteer about the accuracy of your summary.

Elicit and Reinforce Self-Motivational Statements

Emphasize that—

- When used successfully, motivational interviewing techniques ensure that clients, not the clinician, identify the changes that are needed to improve their lives.
- One signal that clients' ambivalence and resistance are diminishing is the self-motivational statement.

Display the Types of Self-Motivational Statements newsprint you prepared.

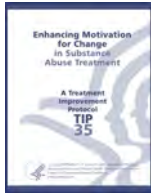
Note that four types of motivational statements can be identified:

- Cognitive recognition of the problem (“I guess this is more serious than I thought.”);
- Affective expression of concern about the perceived problem (“I’m really worried about what is happening to me.”);



OH #4-5





OH #4-6



60 minutes



Handouts 4-2 and 4-3

- A direct or implicit intention to change behavior (“I’ve got to do something about this.”); and
- Optimism about one’s ability to change (“I know that, if I try, I can do it.”).

Refer participants to page 53 in TIP 35, Figure 3-4: How To Recognize Self-Motivational Statements.

Read through a few motivational and countermotivational statements; then ask participants for more examples of each.

Explain that the clinician can reinforce a client’s self-motivational statements and encourage the possibility of change by—

- Reflecting the statement;
- Nodding or making approving facial expressions;
- Making affirming statements; and
- Asking for elaboration, explicit examples, or more details about remaining concerns.

Note that—

- Questions beginning with “What else” invite further amplification.
- Asking clients to identify the extremes of the problem (“What are you most concerned about?”) enhances their motivation.
- Asking clients to envision what they would like for the future helps them establish specific goals.

Exercise: Basic Strategies—Role Play

Ask participants to refer to Handout 1-2: Readiness Ruler, and tell them that they now will practice the skills just discussed, using their experiences.

Ensure that the newsprint listing the five basic strategies for early sessions is clearly visible.

Divide the training group into groups of three participants each.

Refer participants to Handouts—

- 4-2: Basic Strategies—Role Play; and
- 4-3: Role Play Crib Sheet.

Review the instructions with participants.

Encourage participants to help one another as needed.

If participants decide to do the role plays described in Option 2 Scenarios, allow the groups several minutes to review the scenarios and to decide who will play each role.

Walk around the room and observe the role plays, providing assistance when it is needed.

Keep time, and announce each 5-minute increment (using a timer will free you to observe the role plays without losing track of time).

When groups have completed their role plays, ask participants to share with the whole group thoughts they have or what they have learned.



Handout 4-4

Homework

Refer participants to Handout 4-4: Homework.

Ask participants to read pages 135–145 in TIP 35, Chapter 8, “Measuring Components of Client Motivation.”

Ask participants to—

- Use the five basic strategies in two different client sessions; and
- Take brief notes to use in discussions in Module 5.



Handout 4-1: Module 4 Goal and Objectives

Goal: To provide an overview of and practice in using basic motivational enhancement strategies.

Objectives: Participants who complete Module 4 will be able to—

- List and explain five basic strategies of motivational enhancement; and
- Demonstrate beginning skill in using these strategies.





Handout 4-2: Basic Strategies—Role Play

Introduction

In this small-group exercise, you will spend 5 minutes in each of three roles:

- Speaker;
- Responder; and
- Observer.

After each 5-minute role play, you will spend 5 minutes processing the experience.

The purpose of this exercise is to practice both *choosing* a response strategy and *using* the technique. It will also give you an idea of the client’s perspective of these strategies.

Instructions for Each Role Play

Speaker

The “speaker” has two options.

- Option 1, Reality. Tell the “responder” about any changes you have made on your readiness rulers since you began the training. For example,
 - Were there any changes from ruler 1 to ruler 3?
 - What influenced the changes, if any?
 - Why have there been no changes, if appropriate?
 - How do you feel about the training experience?
 - What was relevant to your learning and change process?
- Option 2, Role Play. Choose a “client” scenario from those below. Pretend that you are a client attending your third counseling session and have just marked the readiness ruler. The “responder” begins the role play by asking you about your response.

Responder

Respond to the “speaker” using as many of the five strategies for early sessions as appropriate. *Take your time*; you do not need to respond to the speaker quickly. When you are learning a new technique, it takes longer to formulate a response. Use Handout 4-3: Role Play Crib Sheet as needed. If the “speaker” chooses to role play a client, begin the exchange by asking the client about his or her readiness ruler.

Observer

Observe the interaction and track—

- The strategies used by the “responder”; and
- The “speaker’s” responses.

Use Handout 4-3: Role Play Crib Sheet to track the strategies you hear by checking the appropriate descriptions and taking short notes about the speaker’s responses.



Instructions for Processing Each Role Play

The “speaker” shares—

- What the experience was like;
- What worked well; and
- What might have worked better.

The “responder” shares—

- Which strategies felt most comfortable;
- Which felt most uncomfortable; and
- What the experience was like in general.

The “observer” shares—

- Which strategies he or she observed;
- The responses from the speaker; and
- Any other observations about the process.

Use reflective listening and affirming in processing.

Option 2 Scenarios

Scenario 1: Sam

You are 35 years old and married to Molly; you have one child, Sara. You work full time in what you consider a stressful but rewarding profession. You have been spending increasing amounts of time drinking in clubs with your friends and have experienced blackouts on occasion. You tried cocaine for the first time 3 months ago and have been using it more and more frequently. You have been late to work several times and have started staying home “sick” 1 or 2 Mondays a month. You and Molly have been fighting more and more over your alcohol use and “partying,” although she doesn’t know that you’ve been using cocaine. She had threatened several times to leave you because of your alcohol use. She actually took Sara and went to her sister’s house last month and is refusing to come back until you get help for your drinking. You think that your wife is overreacting to your “having fun” with your friends and relaxing, but her leaving scared you into making an appointment at a local treatment program. You have seen a counselor there two times before today. You have mentioned to the clinician that your family is very important to you and you don’t know what you’d do if you lost them.

Scenario 2: Maria

You are 17 years old and living at home with your mother and your stepfather. You started smoking marijuana at age 14, when your parents divorced. You have continued smoking regularly and started drinking this year. You have been arrested for shoplifting beer and are now on probation. You started staying out all night on occasion this past year, and your mother is frantic. Your stepfather has “had it with you,” and you are fighting with him constantly. You think that what you do with your friends is none of his business. Your family is very religious, and everyone goes to church together on Sundays. You tested positive for marijuana at your last probation visit, and your probation officer referred you to a treatment program. You really don’t think you need treatment, but your mother is so upset that you agreed to go. You have been to two sessions. You mentioned to the clinician at the last session that you sometimes feel guilty that you have worried your mother, because you love her very much. You also have stopped going to church with your parents and sometimes miss being a part of that community.



Scenario 3: Darryl

You are 45 years old and divorced, with two teenaged sons whom you rarely see. You just were arrested for your second driving while intoxicated charge, with a blood alcohol level of 0.29. The first time you were arrested, you attended an alcohol education program but continued to drink. This time, you were involved in an accident, lost your driver's license, and have been court ordered into treatment. After the accident, you were treated for minor injuries in the emergency room, and doctors noticed that you had an enlarged liver. You since have been seen in a local medical clinic and were told that you have some liver damage, most likely related to your drinking. You are a little scared about that, but can't imagine not drinking because all of your friends and most of your relatives drink. You have attended two sessions at a treatment program. In a recent session, you mentioned that you think your divorce might have had something to do with your drinking and that you wish you had a better relationship with your sons.



Handout 4-3: Role Play Crib Sheet

Strategy	Description
Ask Open-Ended Questions	Open-ended questions— <ul style="list-style-type: none">■ Cannot be answered “yes” or “no” or with one or two words;■ Are not rhetorical;■ Elicit clients’ feelings about a given topic or situation;■ Solicit additional information in a neutral way; and■ Encourage the client to do most of the talking.
Affirm Clients	Affirming— <ul style="list-style-type: none">■ Supports and promotes the client’s sense of self-efficacy;■ Acknowledges his or her difficulties;■ Validates his or her experiences and feelings; and■ Emphasizes experiences that demonstrate strength, success, or power.
Listen Reflectively	Reflective listening involves— <ul style="list-style-type: none">■ Making a reasonable guess about what the client means;■ Rephrasing the client’s statement to reflect what the counselor thinks he or she heard;■ Continuous tracking of the client’s verbal and non-verbal responses and their possible meanings;■ Understanding of the communication style of the client’s culture;■ Formulation of reflections at the appropriate level of complexity; and■ Ongoing adjustment of the clinician’s hypotheses about the client’s behavior.
Summarize	Summarizing— <ul style="list-style-type: none">■ Distills the essence of what a client has expressed; and■ Communicates it back to the client.
Elicit and Reinforce Self-Motivation Statements	Reinforcing a client’s self-motivational statements includes— <ul style="list-style-type: none">■ Reflecting the statement;■ Nodding or making approving facial expressions;■ Making affirming statements;■ Asking for elaboration, explicit examples, or more details;■ Using questions beginning with “What else”; and■ Asking the client to identify the extremes of the problem (“What are you most concerned about?”).



Handout 4-4: Homework

Read pages 135–145 in TIP 35, Chapter 8, “Measuring Components of Client Motivation.”

Use the five basic strategies in two different client sessions; take brief notes after each session to use in discussions in Module 5.

