


**“If we as MINTies  
genuinely give  
more than we  
take, a cherished  
principle from the  
onset, then it’s  
worth it.”**

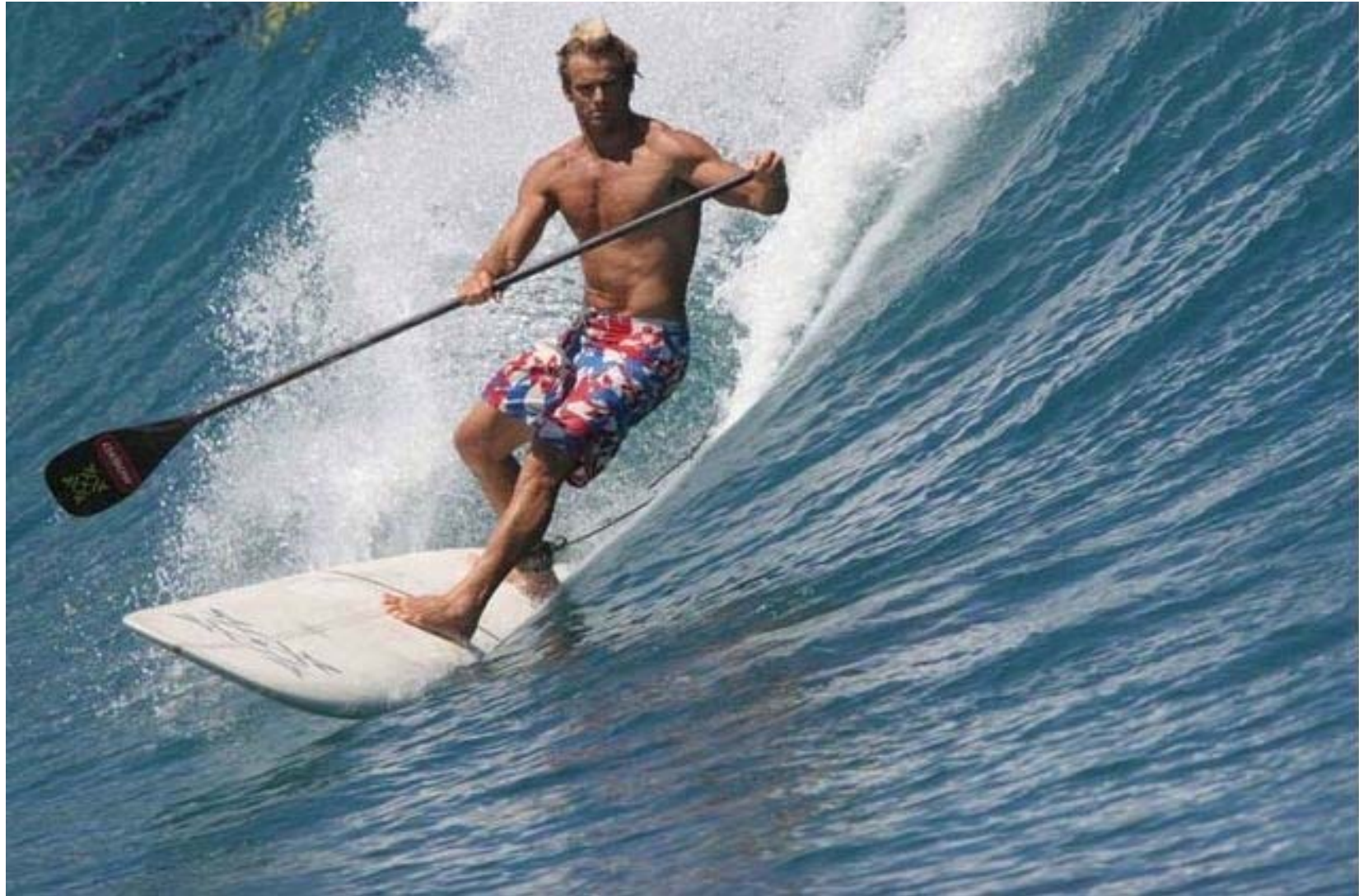
**▪ Steve Rollnick**





Motivational Interviewing (MI) is a person-centered, **guiding** method of communication and counseling to elicit and strengthen motivation for change.

# O.A.R.S





# OARS

- **OPEN QUESTIONS:** *Ahh...*
- **AFFIRM:** *Clap*
- **REFLECT:** *Snap*
- **SUMMARIZE:** *Pat*





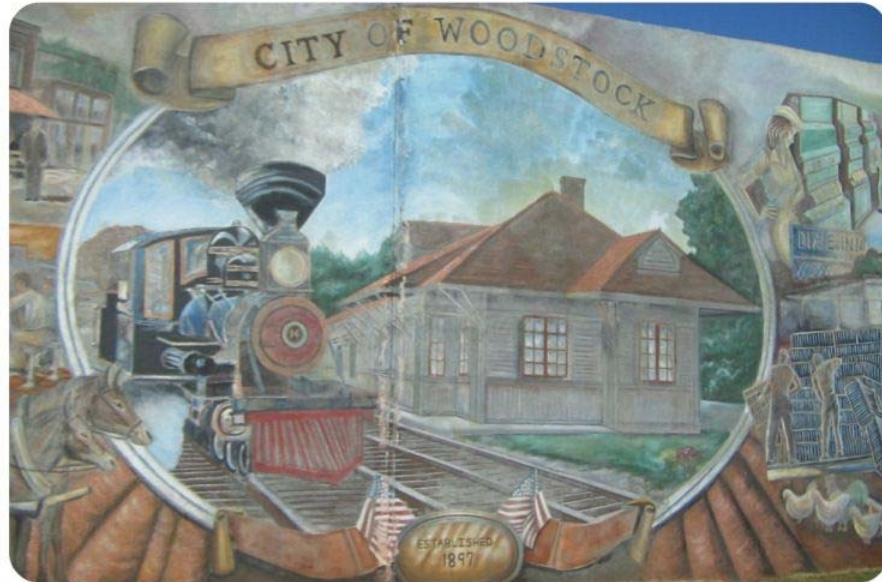
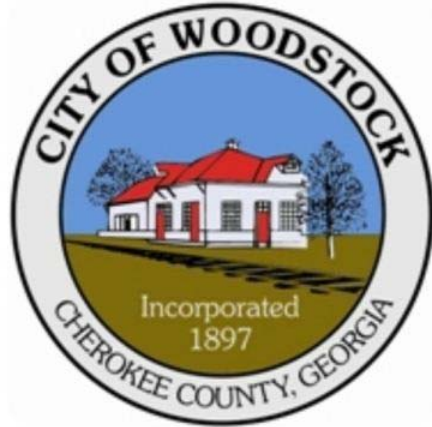
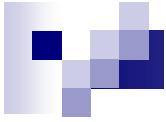
**20 Years  
of Teaching  
MI:**

***An Interactive  
Retrospective***

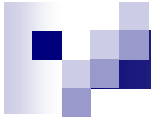




Edith Josephine Dorn Owen: Born 1912









EMPLOYEES AND FAMILY OF ROPE MILL (LITTLE RIVER MILLS/CHEROKEE COTTON MILLS), 1947.



Grandma Owen

How ya doin'?



Grandma Owen

**October 12, 1994**






# Certificate of Completion

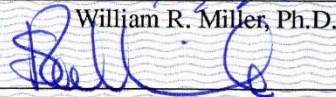
Motivational Interviewing and Brief Intervention  
Training for Trainers

Santa Fe, New Mexico  
October 10 - 12, 1994

presented to

Steven M. Berg-Smith

  
\_\_\_\_\_  
William R. Miller, Ph.D.

  
\_\_\_\_\_  
Stephen Rollnick, Ph.D.

October 12, 1994  
Date

# Key Learning #1

**Keep it  
simple!**



# Key Learning #2

**Give em  
chocolate**





**October 8, 9:00am-4:30pm**



- **3 new ideas**
- **↑ clarity on own training style**
- **↑ Confidence**
- **Stoked!**

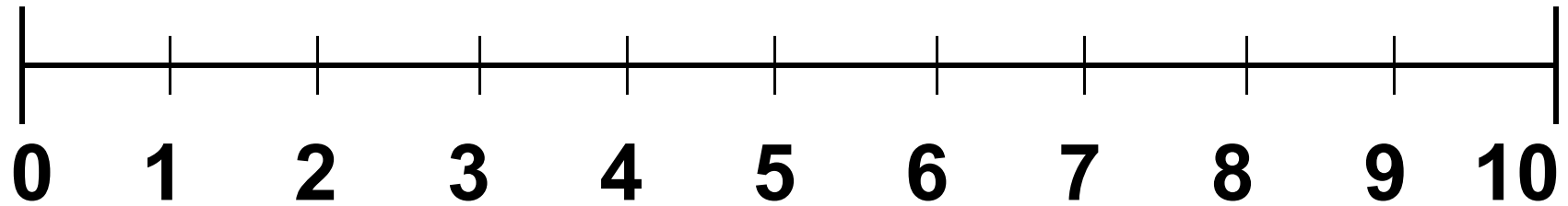
**STOKED!**

*Being in an  
enthusiastic  
or  
exhilarated  
state*





# Confidence...



# Key Learning #3


**Model**

**Model**

**Model**

**Live MI!**






“If you don’t live it,  
it won’t come out  
of your horn.”

- Charlie Parker





**Modeling** may not only be the best way to teach; it may be the only way to teach.

- Albert Schweitzer



# OARS

- **OPEN QUESTIONS:** *Ahh...*
- **AFFIRM:** *Clap*
- **REFLECT:** *Snap*
- **SUMMARIZE:** *Pat*





# Key Learning #4

**Modesty!**






# Motivational Interviewing

**Increases the  
probability of  
change**



# Motivational Interviewing

**Humility!**




**MI is not the best,  
preferred or only  
approach for  
supporting  
change**



**We have much more  
to learn about:**

- *what makes an effective ML training*
- *the best ways of teaching ML*



**Many styles for  
guiding the  
learning of  
motivational  
interviewing (MI)**

# Key Learning #5

**Discover,  
embrace, and  
refine your  
own training  
style**







**As a ML trainer:**

**What's been your  
biggest (juiciest)  
learning?**



# Key Learning #6

**Expect and  
respect the  
unexpected!**






**Z**

# Key Learning #7

**Develop a repertoire of MI-related stories**





**“Stories have power. They delight, enchant, touch, teach, recall, inspire, motivate, challenge. They help us understand. They imprint a picture on our minds... Want to make a point or raise an issue? Tell a story...”**

- Janet Litherland



# The “prep-step”





# Key Learning #8

**Establish  
trust and  
safety:**

**Emphasize  
choice!**



# Key Learning #9

**Demonstrate  
frequently:**

**Keep it  
simple, brief,  
and natural**





**How are  
you  
doing?**

How ya doin'?



Grandma Owen



# Listen with:

- Presence
- Undivided Attention
- Eyes, ears, and heart
- Acceptance
- Curiosity
- Delight
- Silence!
- **Encouragers**: (e.g., mm-hmm, I see, go on, oh, really, right, no way, what else, wow, **tell me more...**)
- Reflection

# Summarize




Ask: “Did I get it all?”



# Close the Conversation

- **Show appreciation!**  
*Thank you!*




Ask Permission: *“May I share with you some feedback?”*

**RESPECT**






# **Control & Choice!**



**Extend  
gratitude!**

***Thank you...***



# Common Human Reactions to Being Listened to

- Understood
- Want to talk more
- Liking the clinician
- Open
- Accepted
- Respected
- Engaged
- Able to change
- Safe
- Empowered
- Hopeful
- Comfortable
- Interested
- Want to come back
- Cooperative



# The way we listen affects the quality of our:

- **Assessments**
- **Decision Making**
- **Education**
- **Advice**
- **Behavior Change Counseling**
- **Teaching/training**



# Interpersonal Style

- Empathic
- Warm & friendly
- Compassionate
- Collaborative
- Accepting
- Respectful
- Optimistic
- Eliciting & Listening
- Honoring of autonomy & choice



SA Tourism - Unknown

**Style is Everything!**

# Key Learning #10

**Begin  
with  
practice**



# Key Learning #11

**Keep it simple  
with  
structured  
activities**  
**(Less is more!)**






# Key Learning #12

**Decrease content,  
increase  
involvement:**

**Interweave key  
teaching points  
*(in small doses)*  
throughout the  
learning process**





*“As is often the case, the conversation about the exercise was more valuable than what the exercise itself produced.”*


- Guy Undrill

# Key Learning #13

**Integrate a debriefing process at the end of activities:**

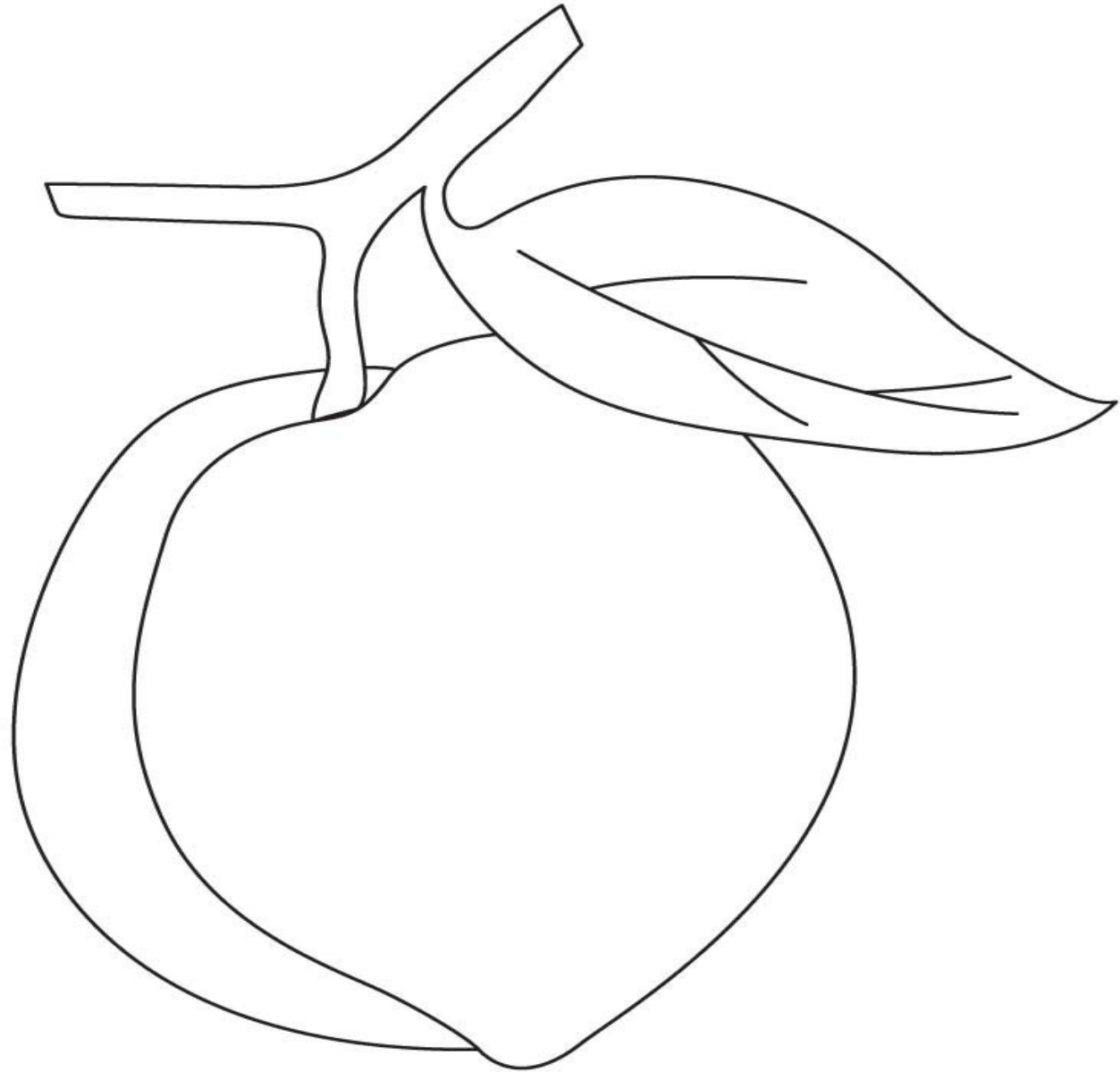
**Goldilocks Principle!**





“When we listen, they  
talk, and when they  
talk, they discover.”

- Suzanne Murphy



# Key Learning #14


**Provide  
ample time  
for  
reflection of  
key  
learnings**



# Key Learning #15

**Use  
MINTie  
quotes**

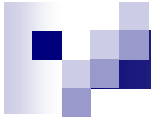




“Empathy is saying more than the client said, but not more than the client meant.”

....Allan Zuckoff





# Key Learning #16

Take  
advantage of  
transitions:

**Integrate  
mini-  
preludes**  
(golden moments)





**As a ML trainer:**

**What's been your  
biggest (juiciest)  
learning?**



- **Name**

- **Home**

- **Biggest Learning**

**\*\*\*20 seconds or less\*\*\***

# Key Learning #17


**Wait on  
introductions**



# Key Learning #18

**Integrate  
kinesthetic  
learning  
strategies**





Kinesthetic strategies to  
support a sensory  
memory of key MI skills  
& concepts



# Primary Message

**If the MI learner  
don't move, the MI  
memory muscle  
won't groove!**





# OARS

- **OPEN QUESTIONS:** *Ahh...*
- **AFFIRM:** *Clap*
- **REFLECT:** *Snap*
- **SUMMARIZE:** *Pat*




# Closed Questions

- Have a short answer (like yes/no)
  - *Did you exercise this week?*
- Ask for facts
  - *What is your address?*
- Ask if they know or can do something
  - *Do you know how to get to the class?*
- They limit the client's answer options



# Open-ended Questions


- **Open-ended questions encourage the client (training participant) to give voice to their thoughts, feelings, experiences, opinions, values and motivations!**

- 
- Do you want to learn motivational learning (MI)?
  - Are you willing to come back for the advance training?
  - Isn't it important for you to not argue with training participants?
  - What are the main reasons you registered for the training?
  - Do you have any questions?
  - How do you think motivational interviewing might enhance your work with clients?
  - What do you most want to learn from this workshop?
  - What—if anything--would you like to add to the agenda?
  - When you're facilitating a training, what questions from participants are the most challenging to answer?
  - What are your key learning's from today?
  - Is there anything you want to add to the agenda?
  - Do you ever get nervous in front of a group?
  - If you've gotten off track as a trainer, what are some strategies for getting back on track?
  - In what ways do you model MI during trainings?



# MI Standards

	Beginning Proficiency	Competency
<b>Percent Open-Ended Questions</b>	50%	<b>70%</b>
Reflection to Question Ratio (R:Q)	1 : 1	<b>2 : 1</b>
Percent Complex Reflections	40%	<b>50%</b>
MI Non-adherent	0	<b>0</b>

- 
- What concerns—if any—do you have about MI?
  - Do you want to improve your counseling skills?
  - Are you going to record one of your interviews?
  - Have you ever thought about purchasing the Motivational Interviewing Workbook??
  - What would change in your work life if you started using motivational interviewing (MI)?
  - What questions—if any—do you have?
  - What do you currently do to support your MI training's in being engaging and dynamic?
  - Don't you think your clients would benefit if you supported them in discovering & giving voice to their own arguments for change?
  - How do you use MI outside the clinical setting?
  - What makes a good clinical story to share with your training participants?
  - What are the three most important things you learned in the training?
  - What do you most enjoy about motivational interviewing (MI)?
  - Is this an open or a closed question?

# Key Learning #19

**Repetition  
with  
learning  
drills**





# Four Fundamental Processes

**Planning**

**Evoking**

**Focusing**

**Engaging**







# Can it be MI without:


- Engaging: No
- **Focusing: No**
- Evoking: No
- Plan: Yes


# Target Behavior



- 
- **Interviewer:** *You're here to talk about eating peaches, is that right?*
  - **Client:** *Yes, I am.*
  - **Interviewer:** *Do you think you eat too many peaches?*
  - **Client:** *Probably.*
  - **Interviewer:** *Do you eat them fresh or cooked?*
  - **Client:** *Both.*
  - **Interviewer:** *Do you eat them with anything else added?*
  - **Client:** *Yea, sometimes..*

- 
- **Interviewer:** *Have you ever experienced a serious problem from eating peaches?*
  - **Client:** Maybe once or twice.
  - **Interviewer:** *Did this problem stop you from going to work?*
  - **Client:** Yes. *One time I missed a week.*
  - **Interviewer:** *Are you married?*
  - **Client:** No, *I'm divorced,*
  - **Interviewer:** *How long ago were you divorced?*
  - **Client:** Two years ago.

- 
- **Interviewer:** *What kind of troubles—if any—has peaches caused you?*
  - **Client:** *One obvious place is money.*
  - **Interviewer:** *In what ways has that been a concern for you?*
  - **Client:** *Well, I spend a lot of money on fresh peaches, pies, cobblers, jams, chutneys, canning supplies, crisps, milkshakes, crumbles, salsas, scones—and sometimes I don't always pay my bills.*
  - **Interviewer:** *Tell me about the last time that happened.*
  - **Client:** *Well, just last week I went through about \$600.00. I start out setting a limit for myself on how much I can spend, but then I get on a roll. I've probably spent \$10,000 on peaches over the past 6 months. It's kind of becoming big problem, and notice that I worry about it all the time.*

- 
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# Change Talk



# Change Talk

**Any client  
speech in favor  
of changing a  
target behavior**





# OARS

- **OPEN QUESTIONS:** *Ahhh...*
- **AFFIRM:** *Clap*
- **REFLECT:** *Snap*
- **SUMMARIZE:** *Pat*



**Clinician:** And tell me a little about your drinking.

**Client:** *Well, I drink sometimes, but not that much, really.*

**Clinician:** *You're a pretty light drinker.*

**Client:** *Well, I'm not sure about that. I can hold it pretty well, more than most folks.*

**Clinician:** *You can drink a fair amount and it doesn't seem to affect you.*

**Client:** *Yeah, I guess, I can drink quite a bit.*

**Clinician:** And that's kind of normal for you.

**Client:** *Especially during the summer months, I'll go through quite a few of my favorite Georgia Peach Iced Teas\* every day.*

**Clinician:** *What do you think about drinking that much?*

\* vodka, gin, rum, sweet and sour mix and peach schnapps. ...



**Client:** *I don't really think about it that often.*

**Clinician:** *Sometime you do, but not often.*

**Client:** *Well, sometimes I think, you know, I shouldn't be getting intoxicated so much.*

**Clinician:** *What makes you think that?*

**Client:** *I don't like the way I feel the next morning, and I for sure don't want to be some drunk living on the streets—especially from drinking iced teas. But I don't really think I have a problem with drinking.*

**Clinician:** *It hasn't really caused any problems for you.*

**Client:** *Well, I wouldn't say that...*



**Client:** *I don't really think about it that often.*

**Clinician:** *Sometime you do, but not often.*

**Client:** *Well, sometimes I think, you know, I shouldn't be getting intoxicated so much.*

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**Clinician:** *It hasn't really caused any problems for you.*

**Client:** *Well, I wouldn't say that...*

# OARS

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# MI Standards

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# Key Learning #20

**During  
observations—  
invite learners  
to code**





**“I have found that if horses are not give time to think negative, and you keep rolling right along with their lessons they will think more positively and advance more rapidly than a horse you wait on too long.”**

**- Monty Roberts**



# Key Learning #21

**Keep the  
learning  
moving:**

**steady flow &  
rhythm**



# Key Learning #22

**Get learners  
out of their  
heads!**



# Key Learning #23

**Short time  
frames for  
learning  
activities**





# MI Sign Language

- **OPEN QUESTIONS:** *Ahhh...*
- **CLOSED QUESTIONS:** *Errr...*
- **AFFIRM:** *Clap*
- **REFLECT:** *Snap*
- **SUMMARIZE:** *Pat*
- **CHANGE TALK:** *Drum*
- **FIXIN':** *Hammer*




---

# **Reflective Listening**



# OARS

- **OPEN QUESTIONS:** *Ahhh...*
- **AFFIRM:** *Clap*
- **REFLECT:** *Snap*
- **SUMMARIZE:** *Pat*



Reflections have the effect of encouraging the other person to elaborate, amplify, confirm or correct.



# Forming Reflections

- **A reflection makes a guess about what the person means**
- **Form a statement, not a question**
- **Voice inflection goes down at the end**
- **Ways to open:**
  - So you feel...*
  - You're wondering if...*
  - You're feeling...*
  - It sounds like you...*
  - It seems to you that...*
  - So you...*





# Reflective Listening

- No penalty for missing! You only need to get the bat on the ball. Reflections don't have to be perfect!
- In general, a reflection should not be longer than the client's statement
- Reflections provide more information and better understanding than questions



# Levels of Reflection

## Simple

- **Repeating** (repeats an element of what the speaker said)
- **Rephrasing** (uses new words)

## Complex

- **Paraphrasing** (makes a guess to unspoken meaning)
- **Reflection of feeling** (deepest form; a paraphrase that emphasizes the emotional dimension through feeling statements)



# Bringing Reflections Alive!

- **Understate versus Overstate**

- **Metaphors and similes**

*Kind of like...*

*It's as though...*

- **Continue the paragraph**

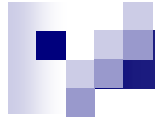
- **Double-sided**

- **Amplified**



# Choosing What to Reflect

- Resistance
- Ambivalence
- Change talk




The quality of **letting go**  
of one's aspirations surely  
lies at the heart of  
professionalism in this  
field.

- Steve Rollnick



# Presence



We can make our minds  
so like still water  
that beings gather about us  
that they may see,  
it may be,  
their own images,  
and so live for a moment  
with a clearer,  
perhaps even with a fiercer life  
because of our quiet

- W.B. Yeats

# Key Learning #24

**Integrate  
Mindfulness**





# Key Learning #25

**Get  
organized:  
Create a MI  
training  
playbook**



# MI Playbook

- Activities
- Golden moments
- Quotes
- Songs
- Cartoons
- E-P-E scenarios
- U-tube clips
- DVD clips



# Key Learning #26

**Maintain  
flexibility:**

**Adjust and  
modify the flow  
and direction of  
the training**



# Key Learning #27

**Incorporate  
small group  
activities**






## Primary goal of MI:


*Behave in a way that  
will reduce resistance  
(discord & sustain talk)  
and  
evoke change talk*



# Open-ended Questions


- **Open-ended questions encourage the client to give voice to their thoughts, feelings, experiences, opinions, values and motivations!**

- 
- If you wanted to, how would you do it?
  - How are you doing today?
  - What concerns—if any—do you have with your drug use?
  - What are the important reasons why you would want to find work?
  - What do you like about drinking?
  - If you were to quit, how would you do it?
  - Before we get started, what's happening in your life?
  - Let's imagine for a moment that you did go back to school. How would your life be different?
  - What's to report on from last time?
  - As a result of us working together, what benefits or changes are you most wanting in your life?
  - What motivated you to make today's appointment?
  - How is it going with the community service?
  - What are your hopes and dreams for the future?
  - How can I be most helpful to you today?
  - When you're done with probation, where do you want to be?
  - If you were to try again, how would you do it?




Change talk  
focused  
questions



- 
- **I wonder what concerns—if any—you have with your *Georgia Peach Iced Tea*\* drinking?**
  - If you decided to make a change, and—like magic—were able to do so, how might things be better for you?
  - **If you don't make a change, what's at stake?**
  - Where does *Georgia Peach Iced Tea*\* drinking fit into your future?
  - **What are the main reasons you might want to make change?**
  - If you wanted to, how would you do it? .

\* vodka, gin, rum, sweet and sour mix and peach schnapps. ...

- 
- I wonder what concerns—if any—you have with your *Georgia Peach Iced Tea*\* drinking?
  - **If** you decided to make a change, and—like magic—were able to do so, how might things be better for you?
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  - What are the main reasons you might want to make change?
  - **If** you wanted to, how would you do it? .

\* vodka, gin, rum, sweet and sour mix and peach schnapps. ...



Are you upset?

1. Do you want to go back to school?
2. Will you quit smoking?
3. Are you going to make your next appointment?
4. When are you going to be ready to free yourself from the gang?
5. Are you going to cut back on your drinking?
6. Are you ready to set a goal?
7. You're going to complete probation, right?



# Change Talk

- Recognize
- Evoke
- Respond




## Otis Redding: *Sitting on the Dock of the Bay*

Sittin' in the morning sun  
I'll be sittin' when the evenin' come  
Watching the ships roll in  
And then I watch 'em roll away again, yeah

Sitting on the dock of the bay  
Watching the tide roll away  
I'm just sitting on the dock of the bay  
Wastin' time

I left my home in Georgia  
Headed for the 'Frisco Bay  
'Cause I had nothin to live for  
And look like nothing's gonna come my way



So I'm just gonna sit on the dock of the bay  
Watching the tide roll away  
Ooo, I'm just sitting on the dock of the bay  
Wastin' time

Look like nothing's gonna change  
Everything still remains the same  
I can't do what ten people tell me to do  
So I guess I'll remain the same, yes

Settin here resting my bones  
And this loneliness won't leave me alone  
It's just two thousand miles I roamed  
Just to make this dock my home

Now I'm just gonna sit at the dock of the bay  
Watching the tide roll away  
Oooo-wee, sittin' on the dock of the bay  
Wasting time

# Key Learning #27

**Incorporate  
small group  
activities**



# Key Learning #28

**Play  
music!**







Midnight Train to Georgia:

Girl from Athens:

Why Georgia

Georgia on My Mind

Cabbagetown

Lonely Night in Georgia

Welcome to Atlanta

20 Miles to Georgia

The Devil Went Down to Georgia

Hey Ya

Help Me Make it Through the Night

Papa's Got a Brand New Bag

Get Up Offa That Thing

Closer to Fine

Galileo

Sittin' On The Dock of the Bay

It's the End of the World As We Know It

Losing My Religion

Everybody Hurts

Love Shack

Rock Lobster

Gladys Knight

Pat McGee

John Mayer

Ray Charles

Shawn Mullins

Marc Broussard

Jermaine Dupri

Josh Kelly

The Charlie Daniels Band

OutKast

Gladys Knight

James Brown

James Brown

Indigo Girls

Indigo Girls

Otis Redding

R.E.M.

R.E.M.

R.E.M.

The B-52's

The B-52's

# Key Learning #29

**A poorly  
executed  
demonstration  
will undermine  
the learning  
process**



# Key Learning #30

**Demonstrations:**

**The client is  
the most  
important  
role!**





# MI Sign Language

- **OPEN QUESTIONS:** *Ahhh...*
- **CLOSED QUESTIONS:** *Errr...*
- **AFFIRM:** *Clap*
- **REFLECT:** *Snap*
- **SUMMARIZE:** *Pat*
- **CHANGE TALK:** *Drum*
- **FIXIN':** *Hammer*




**What  
questions—if  
any—do you  
have?**

# Key Learning #31

**Allow ample  
time for  
questions  
and  
answers!**





“Teaching motivational interviewing is like doing it.”

- Miller & Rollnick

# Key Learning #32

**Keep it real**







# Keep it Real!

- Real stories
- Real examples
- Real case scenarios
- Real-plays
- Real transcripts
- Real challenges



## Linda Douglas, MD: **“My first patient of the FIRST day post MI training went like this...”**

L: So, Joe, how has everything been going for you since our last checkup?

J: Great, I feel really good overall. (pause, Linda says nothing), (more pause, while I smile and nod) Well, actually not so good on the exercise program; since my heart attack, and surgery, I was doing SO WELL, but in the last couple of months over the summer, I am babysitting with the grandchildren and now I really have just about stopped everything; I used to go to the Rehab center 3 times per week, and treadmill at home in the morning but I haven't been doing it.

L: You've cut way back on that exercise plan.

J: Yea, now if I get out 1-2 days instead of the previous 5-6 days, I'm lucky.

L: You are still getting some exercise 1-2 times per week, you are missing those other days.

J: Yeah, I feel really bad about that.

L: It worries you how much you've cut back.



J: It really does, cause of my heart.

L: And taking care of your heart is really important to you. How do you feel on those days you do exercise?

J: It feels really great when I do exercise. I'm up early, I get on the treadmill and walk about 40 minutes or do some recumbent biking.

L: You really like how you feel when you do that.

J: Yeah.

L: Huh. (pause) So, it seems... (and I summarize the difficulty and problems, followed by on the other hand.... When you do get out to exercise you feel great, you worry less and you find you can fit it into your day, is that about right?

J: Yeah...

L: So, Joe, where does that leave you...about this exercise thing?

J: Man, I REALLY need to get back to that.

L: You are REALLY determined to do this! And how do you think you will do that?

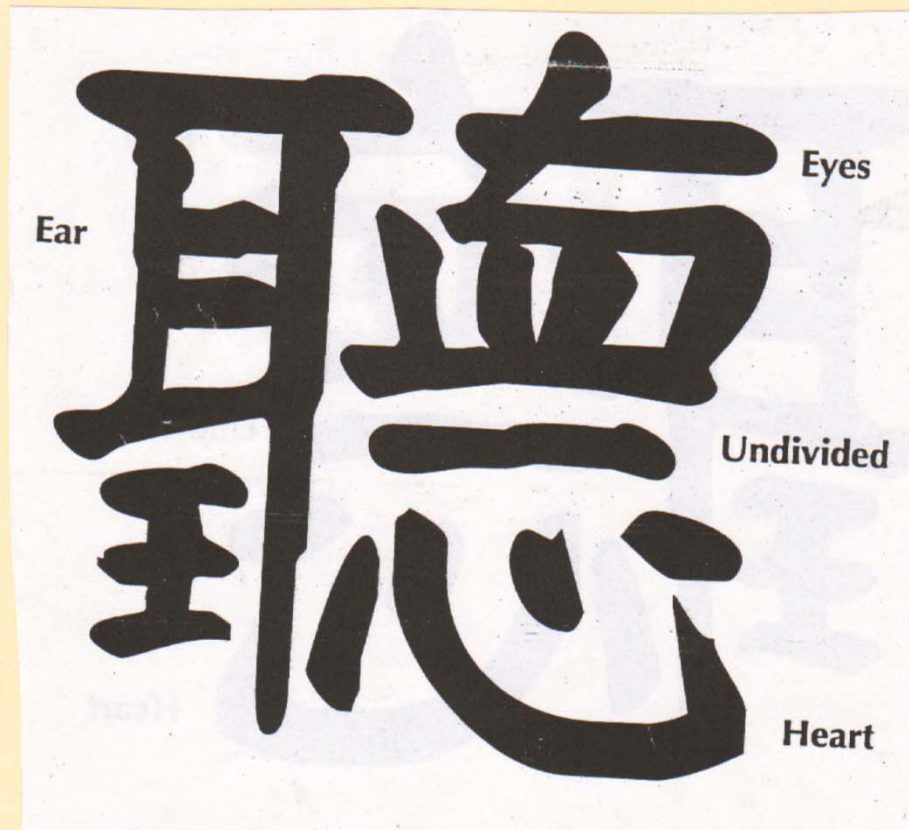
J: I'm going to do what I did previously and get up at 6am again, because when I do that and get it out of the way first thing, that's when I can be consistent.

L: WOW, that sounds like a really GREAT plan to me!



**Etc on Joe. I abbreviated a little of course, but that is almost exactly what happened. Oh, Man: I felt so RELAXED and I so much ENJOYED having him TALK HIMSELF into his exercise plan.**

**I am going to really enjoy practicing this! I don't expect it to always be this easy, but what a change in dynamics.**



The Chinese characters that make up  
the verb "to listen,"



# Key Learning #32

**Make it multi-  
modal, multi-  
sensory,  
whole  
brained**





# Multi-Modal Approaches

- Movement
- Rhythm
- Metaphor
- Ritual
- Visualization
- Humor
- Quotes
- Case studies
- Coding
- Demonstration
- Song
- Story
- Real-play
- Game
- Meditation
- Poetry
- Art
- Observation
- Debate
- Discussion



# Key Learning #33

**Observe and  
assess  
yourself:  
video tape**



# Key Learning #34

**Get coaching  
and  
feedback**



# Key Learning #35

**Observe  
other MI  
trainers**





+

△





Explore—Offer—Explore—  
Offer—Explore


**\*\*\*Ask permission\*\*\***

1. **Explore** positive experience
2. Agree and/or summarize, and **offer**
3. **Explore** areas of improvement
4. Agree and/or summarize, and **offer**
5. **Explore** final reflections



I noticed...

Next time you  
might consider...



**The very same qualities that make an effective motivational counselor are also helpful in facilitating learning in others. - Miller & Rollnick**

# Key Learning #36

**Train in a  
MI-consistent  
manner:**

**MI is also a  
style for  
training!**





# Key Learning #37

**The wisdom  
is in the  
room!**



# Key Learning #38

**Give crystal  
clear,  
precise  
instructions**





# Four Fundamental Processes

**Planning**

**Evoking**

**Focusing**

**Engaging**



# The 4 Processes of MI

- **Engage:** comes first
- **Focus:** a pre-requisite for evoking
- **Evoke:** can begin very early
  - “**Test the Waters**”
- **Plan:** develop a specific change plan that the patient agrees to and is willing to implement



# The 4 Processes of MI

- **Engage:** Shall we work together?
- **Focus:** Where?
- **Evoke:** Why?  
“**Test the Waters**”
- **Plan:** How?



# Can it be MI without:

- **Engaging: No**
- **Focusing: No**
- **Evoking: No**
- **Plan: Yes**



# No Fixin'

- No education
- No problem solving
- No skill building
- No confronting, pressuring, convincing, arguing, taking charge
- No advising or sharing opinion

# Family Circus



“Mom says we can learn from our mistakes, so *let’s make some!*”





## **Ask Open-ended Question (Evoke)**

**When it comes to your work as a ML trainer, what are your hopes, dreams, and visions for the future?**



# OARS

- **OPEN QUESTIONS:** *Ahhh...*
- **AFFIRM:** *Clap*
- **REFLECT:** *Snap*
- **SUMMARIZE:** *Pat*

# Open the Conversation (Engage & Focus)

- **Warm, friendly greeting (smile!)**
- **Name**
- **Role**
- **Time**
- **Ask permission**



## **Ask Open-ended Question (Evoke)**

**When it comes to your work as a ML trainer, what are your hopes, dreams, and visions for the future?**



# Listen with:

- Presence
- Undivided Attention
- Eyes, ears, and heart
- Acceptance
- Curiosity
- Delight
- Silence!
- **Encouragers**: (e.g., mm-hmm, I see, go on, oh, really, right, no way, what else, wow, **tell me more...**)
- Reflection!

# Summarize



Ask: “Did I get it all?”



Ask about next step (Plan?)

What's next?

Where do you go from  
here?

What's the first step?

# Summarize



Ask: “Did I get it all?”






# Close the Conversation

- Extend Gratitude

- Voice Confidence:

*I'm confident that if you stick with your decision to \_\_\_\_\_, you'll find a way to do it!*




Ask Permission: *“May I share with you some feedback?”*

**RESPECT**



# **Control & Choice!**



**Extend  
gratitude!**

***Thank you...***

# Key Learning #39

**Provide  
multiple  
opportunities  
for learners to  
offer and  
receive  
feedback**




# Key Learning #40

**End with  
practice:**

**Consolidation**





“Many hodgepodge training sessions have no curriculum strategy, nor sequencing rationale. Activities are stuck almost at random...”

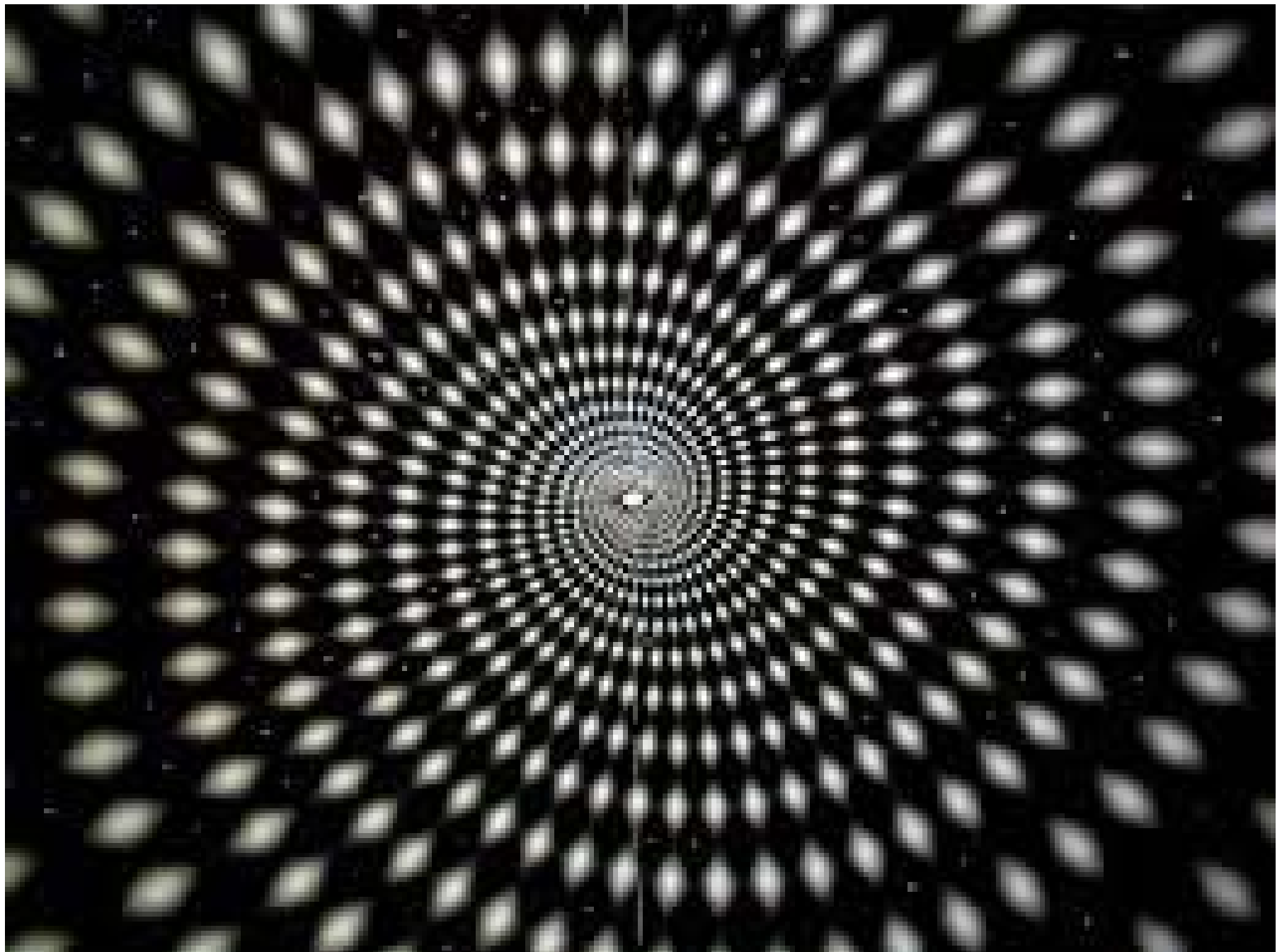
- Vaughn Keller



# Sequencing Algorithms

- Simple to complex
- Easy to difficult
- Structured to improvisational
- Personal to interpersonal
- Practical to abstract
- Whole to parts
- Quiet to active
- Individual to group (whole group to dyad to small group)





# Key Learning #41

**Allow  
ample time  
for the  
end!**



# Key Learning #42

**Love what  
you do!**

**Be  
passionate  
about MI!**



# Key Learning #43

**Wait on  
reviewing  
evaluations**



# Key Learning #44

**Let it go!**



**October 8, 8:30am-4:30pm**



- **3 new ideas**
- **↑ clarity on own training style**
- **↑ Confidence**
- **Stoked!**



**STOKED!**

*Being in an  
enthusiastic  
or  
exhilarated  
state*







**Z**



*The Art of Teaching*

# MOTIVATIONAL INTERVIEWING

*A Resource for MINT Trainers*

A 20-YEAR RETROSPECTIVE OF KEY LEARNINGS



**Steven Malcolm Berg-Smith, MS, CWP**