Counselor _____   Date _____

Synopsis:	Empathy	1	2	3	4	5
	Direction	1	2	3	4	5
	Collaboration	1	2	3	4	5
	Evocation	1	2	3	4	5
	Autonomy - support	1 Low	2	3	4	5 High

MITI Plus* Behavior Counts   Tally   Total

		Tally	Total
Reflections	Simple / Surface		
	Complex / Deep		
Questions	Closed		
	Open		
Affirm/Support			
Emphasize Choice/Control			
Structuring			
Giving Information			
Concerns, Advice, Suggestions With Permission			
Concerns/Advice without permission			
Confronting/Warning			

Session Strategies

Importance Strategies	√	Confidence and Change-Planning	√
Agenda setting		Exploring Past Successes	
Exploring client values		Reframing past failures	
Good things about current situation		Exploring client strengths and supports	
Not-so-good things about situation		Exploring change / hypothetical change	
Looking back		Confidence ruler	
Looking forward		Change Planning	
Importance Ruler		Exploring confidence in change plan	
Exchanging information with E-P-E		Eliciting commitment to change attempt	
Providing advice with permission			
Decisional balance			

Motivational Traps

Process Issues	√	Role Issues	√	Ambivalence Issues	√
Premature Focus		Expert		Taking Sides	
Question-answer		Labeling		Underestimating Ambiv.	
Insufficient Direction					

Session Meaningfulness	Low Medium High	
Client-Counselor Harmony	Low Medium High	
Client Importance of Change	Low Medium High	
Client Confidence About Change	Low Medium High	
Client Commitment To Change	Low Medium High	

Tape assignment

Include a written summary (approx 2 single-spaced pages), including the following elements:

·   Rate yourself on globals, anchoring your rating with the definitions provided in the handout

·   Describe your communication patterns (including R:Q, % reflections out of all counselor behaviors, % complex out of total reflections, and % open out of all questions) and tie these to the communication goals below.

·   Describe the strategies you used.

·   Describe any traps you fell into (or were at risk of) and how you got out.

·   Comment on the session meaningfulness, client-counselor harmony, and client importance, confidence and commitment to change by the end of the session

·   Comment on what you believe was accomplished.

·   Comment on anything you think you wouldn't do if you could do it over.

·   Comment on what else you think you might have done.

·   Describe "where you would go next" with this client if you were to continue on.

·   Make sure you also include your coding form

Communication Goals:

- Talk less than the client
- Make your most common response a reflection
- Use deeper reflections when appropriate
- When you ask questions, ask mostly open questions
- Use genuine affirmations, and don't overdo them

Empathy				
Low				High
1	2	3	4	5
Clinician has no apparent interest in client's worldview. Gives little or no attention to the client's perspective.	Clinician makes sporadic efforts to explore the client's perspective. Clinicians' understanding may be inaccurate or may detract from the client's true meaning.	Clinician is actively trying to understand the client's perspective, with modest success.	Clinician shows evidence of accurate understanding of client's worldview. Makes active and repeated efforts to understand client's point of view. Understanding mostly limited to explicit content.	Clinician shows evidence of deep understanding of client's point of view, not just for what has been explicitly stated but what the client means but has not yet said.

Direction				
Low				High
1	2	3	4	5
Clinician does not influence the topic or course of the session, and discussion of the target behavior is entirely in the hands of client.	Clinician exerts minimal influence on the session and misses most opportunities to direct client to the target behavior.	Clinician exerts some influence on the session, but can be easily diverted away from focus on target behavior.	Clinician generally able to influence direction of the session toward the target behavior; however, there may be lengthy episodes of wandering when clinician does not attempt to re-direct.	Clinician exerts influence on the session and generally does not miss opportunities to direct client toward the target behavior or referral question.

Evocation				
Low				High
1	2	3	4	5
Clinician actively provides reasons for change, or education about change, in the absence of exploring client's knowledge, efforts or motivation.	Clinician relies on education and information giving at the expense of exploring client's personal motivations and ideas.	Clinician shows no particular interest in, or awareness of, client's own reasons for change and how change should occur. May provide information or education without tailoring to client circumstances.	Clinician is accepting of client's own reasons for change and ideas about how change should happen when they are offered in interaction. Does not attempt to educate or direct if client resists.	Clinician works proactively to evoke client's own reasons for change and ideas about how change should happen.

Collaboration				
Low				High
1	2	3	4	5
Clinician actively assumes the expert role for the majority of the interaction with the client. Collaboration is absent.	Clinician responds to opportunities to collaborate superficially.	Clinician incorporates client's goals, ideas and values but does so in a lukewarm or erratic fashion. May not perceive or may ignore opportunities to deepen client's contribution to the interview.	Clinician fosters collaboration and power sharing so that client's ideas impact the session in ways that they otherwise would not.	Clinician actively fosters and encourages power sharing in the interaction in such a way that client's ideas substantially influence the nature of the session.

Autonomy/Support				
Low				High
1	2	3	4	5
Clinician actively detracts from or denies client's perception of choice or control.	Clinician discourages client's perception of choice or responds to it superficially.	Clinician is neutral relative to client autonomy and choice.	Clinician is accepting and supportive of client autonomy.	Clinician adds significantly to the feeling and meaning of client's expression of autonomy, in such a way as to *markedly expand client's experience of own control and choice.*

Strategies for Increasing Importance of Making Changes

Exploring Client Values	• *What things are important to you in life?* • *What are your most important values?* • *How do these fit with your current situation and choices?* • *How could you live even more in line with what's important to you?*
Good Things and Less Good Things	• *What is good about how things are now? What else?* • *What is not-so-good about how things are? What else?*
Looking Back	• *How were things before the current problem?* • *How were things when your life was at its best?*
Looking Forward	• *How would you like things to be in the future?* • *How do you think things will turn out if you keep going like you have been?* • *How might things turn out if you make some changes?*
Importance Ruler	• *On a scale of 0 to 10, where ten is the most important thing you could imagine, how important is it to make a change? (or…how much do you want to make this change?)* • *What makes it a X instead of a 0?* • *What would make it X+2 instead of X?*
Exchanging Information (Elicit – Provide – Elicit)	• *What do you know about X?* (Elicit) • Provide information that fills in the blanks or corrects any misunderstandings (Provide) • *What do you make of that?*
Providing Advice	• Reflect what you know about why a change is important to the client, why the person thinks he wants or needs it • *I have some ideas about this, are you interested in hearing my thoughts?* • Affirm the person's goals & plans • Tie your advice to the person's goals and plans • Present advice as "another option" or "in addition to" the person's current plans, not "instead of" the person's plans • Elicit person's reactions
Decisional Balance	• Help the person weigh the pros and cons of changing vs. the pros and cons of staying the same

Strategies for Increasing Confidence to Make Changes

Exploring Past Successes	• *What's an example of a change you have made in the past?* • *How did you go about making that change?* • *How might that fit with the change you are thinking about now?* • *How could you live even more in line with what's important to you?*
Reframing Past Failures	• (Use only if the person mentions failures when you ask about past successes) • What went wrong in that attempt to change? • What could you do differently this time? How could you make it more likely the change would work out?
Exploring Strengths	• *What strengths do you have that you can draw upon to make this change?* • *What else?* • Reflect other strengths you have noticed in the person and ask how those could be drawn upon to make change a success
Exploring Supports	• *Who else can you rely upon to help with your change?* • *What could they do?*
Brainstorming / Hypothetical Change	• *What are some other options for how this could work out? It doesn't matter how crazy they sound.* • *Image a point in the future when everything worked out in making this change. How did it happen?*
Confidence Ruler	• *On a scale of 0 to 10, where ten means you are completely confident, how confident are you about making this change?* • *What makes it a X instead of a 0?* • *What would make it X+2 instead of X?* • *How can I help boost your confidence?*

Strategies for Helping Clients Prepare for and Initiate Changes

Exploring Change Options	• *Let's talk about different ways you could go about getting what you want. What are some options?*
Change Planning	• What change do you want to make? • Why do you want to make it? • What personal strengths can you draw on? • What supports can you use to help you? • How will you know if it is working? • What setbacks might there be and what will you do? • What can you do today or this week to move forward?
Exploring Confidence in Change Plan	• *How confident are you in the plan you've developed?* • *What would make you even more confident?*
Elicit Commitment	• *What do you think? Can you commit to trying this plan?* • *Sometimes it helps to tell significant others about your plan. What do you think about that?*
Affirm	• Affirm client for willingness and effort • Express hope in the person's plan (if genuine) • Affirm client for back-up/contingency plans

Motivational Traps

Process Issues	
Premature focus	- Jumping right into "issues" without first developing rapport. *Escape by building rapport, remaining focused on clients' perspectives, using a menu of options that asks clients to choose the focus.*
Question-answer	- Falling into a pattern in which the helper repeatedly asks questions and the client repeatedly provides answers. - Fosters client passivity and sometimes defensiveness. *Escape by balancing reflections and affirmations with questions.*
Insufficient direction	- Failing to help clients focus on important elements of conversation (vs. unimportant details) or providing support for clients without helping them move toward making changes. *Escape by focusing on "change talk" and helping clients envision, plan, and make changes.*
Role Issues	
Expert	- Telling clients what to think, how to see things, or what to do based on clinical expertise. - Elicits passivity and defensiveness. *Escape by focusing on clients' perspectives, facilitating client planning of change, and asking permission before giving advice.*
Labeling	- Using labels that evoke unnecessary dissonance. - Could be diagnostic label (e.g., alcoholic) or status label (e.g., offender, handicapped). *Escape by de-emphasizing labels ("people" instead of "offenders"), or describing patterns (e.g., "once you start drinking it seems like you can't stop).*
Ambivalence Issues	
Taking sides	- Focusing on what the client "should" and "shouldn't" do. - Encourages clients to "take the other side" and argue against making positive changes. *Escape by eliciting both "should" and "shouldn't" perspectives from clients, and reflecting these in a way that helps clients choose between the two.*
Underestimating ambivalence	- Assuming that the client is not experiencing mixed feelings about change and proceeding on to discussion of "how to change" when the client is still focused on "whether" to change. *Escape by saying "maybe we got ahead of ourselves" and backing up to explore pros/cons*