

Motivational Interviewing for Caregivers



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Handout

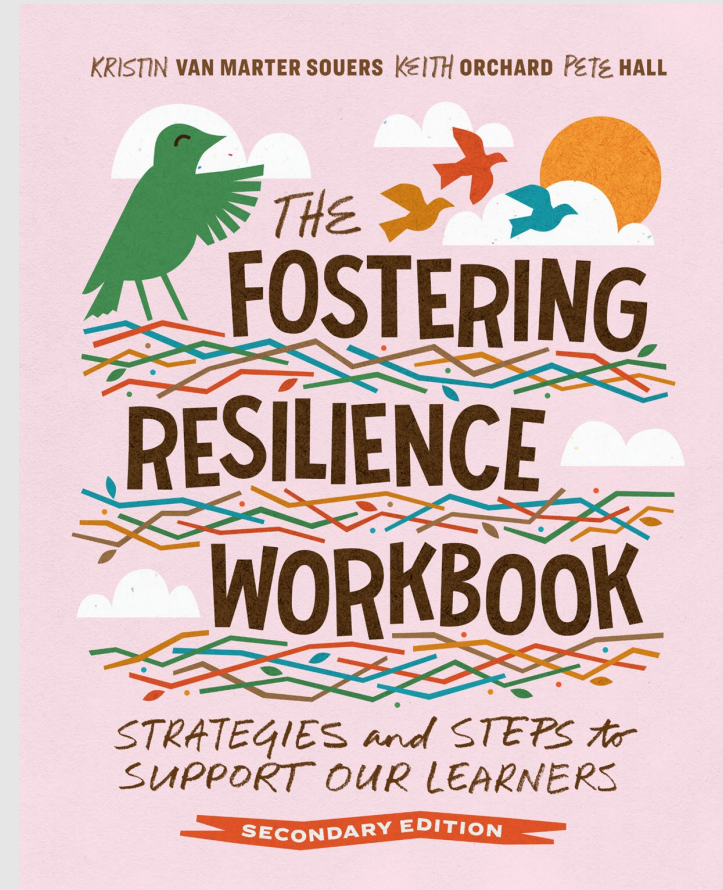




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Discuss: “Who is one educator/student who is stuck or resistant? Someone you wish you could motivate to do something differently?”



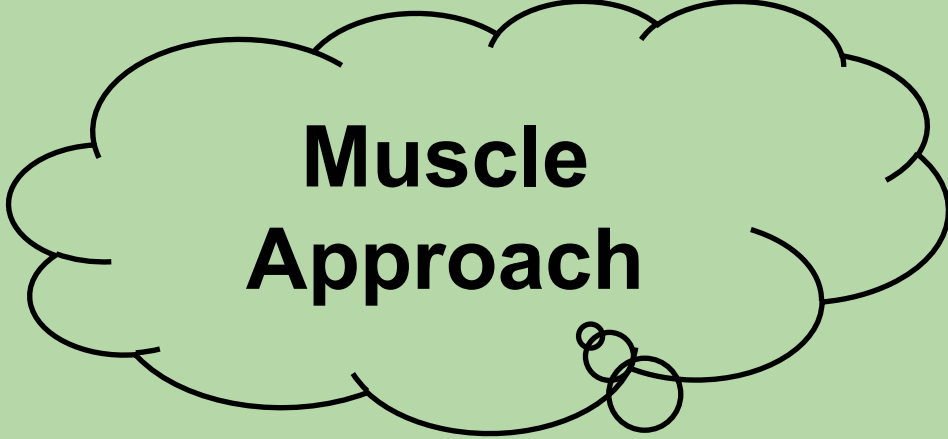
What Is Motivational Interviewing?



Motivational Interviewing

When forced
to make a
change in
your life,
what helped,
and what did
not help?



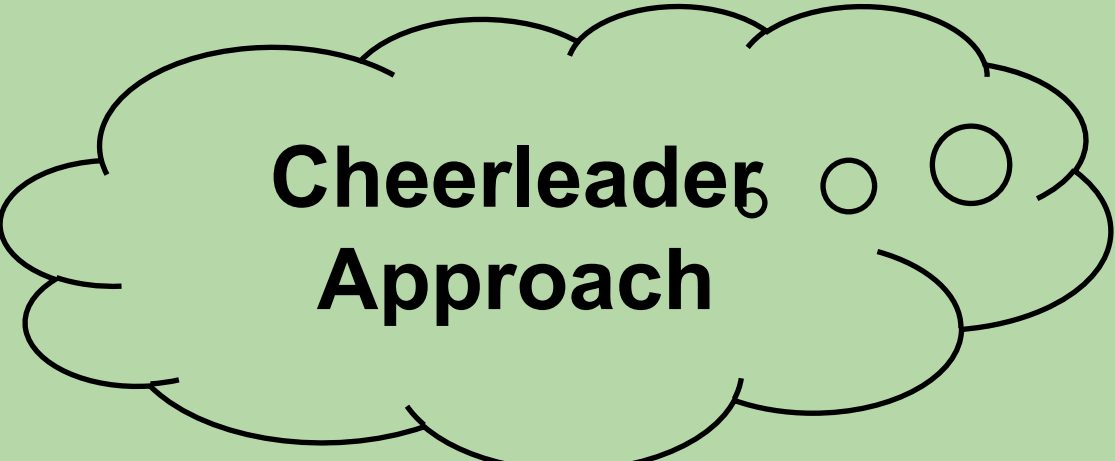


**Muscle
Approach**

**If I can make them feel bad
enough**

*How Can I Get People To Change?
3 Common Efforts*

**“You can
do it!”**



**Cheerleader
Approach**

**I've got to make
them see**



**Reasoning
Approach**

Motivational Interviewing Beliefs

Fundamental Rule: The more a client talks about change the more likely they are to change.

The more they talk about staying the same, the more likely they are to stay the same.



Resistance is a normal response to being asked to change



The way we interact with a person can raise or lower their motivation for change



We are most effectively influenced not by data and ideas but rather by ideas we generate on our own



There are "teachable" windows where people are more receptive to feedback



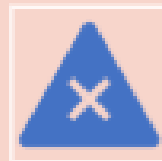
The people we are trying to help change need to feel like they are the authors of that change

Resistance

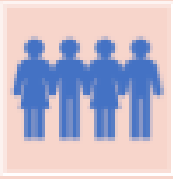
What does it mean to be resistant?

MI: “Resistance is a natural, expected, and temporary reaction to pressure for change.”

What does resistance look and sound like?



Resistance is a normal response to being asked to change



The way we interact with a person can raise or lower their motivation for change

The Spirit of MI





What Lowers Resistance?

Non-Resistance

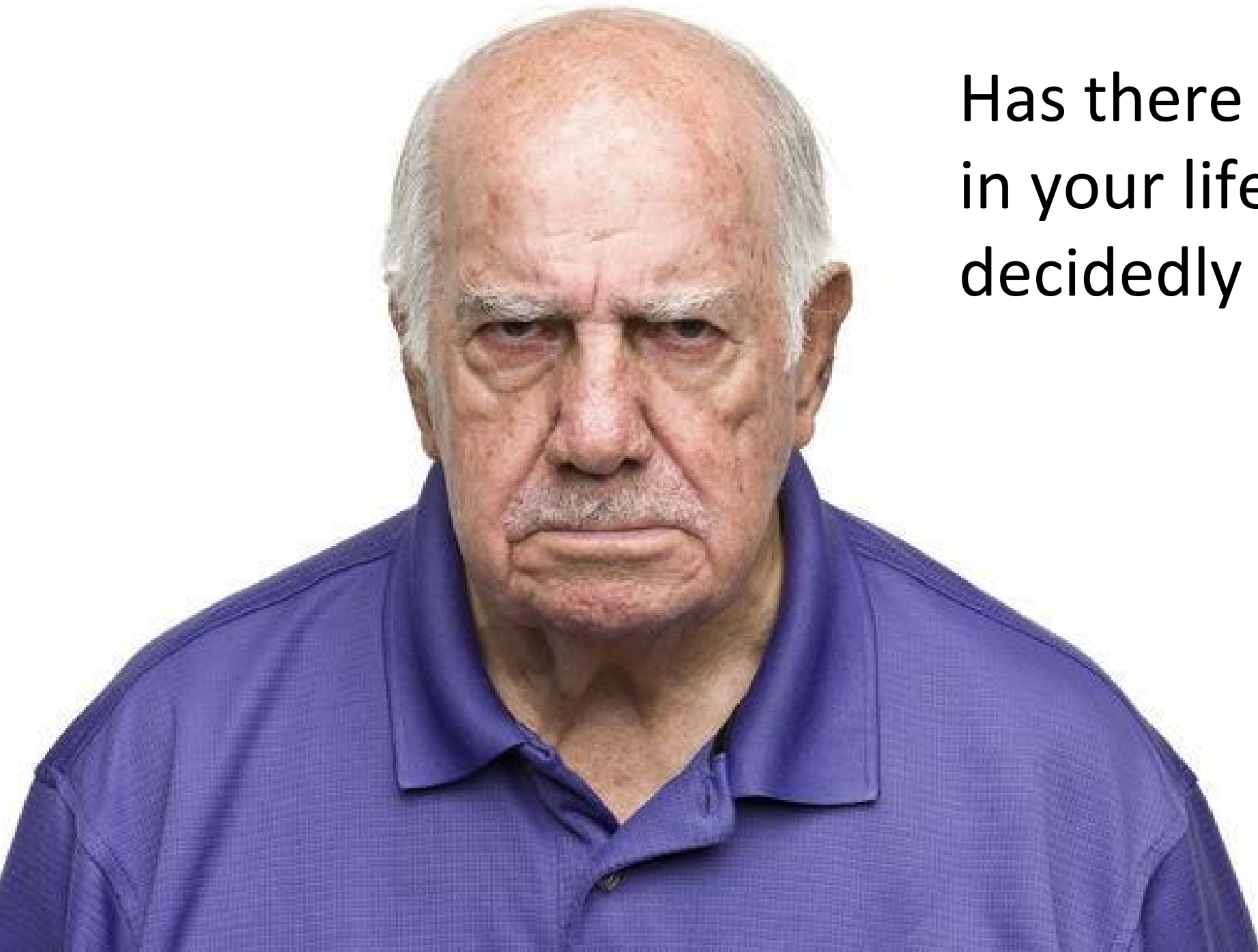
STEP-BY-STEP INTERVIEWING

1. Establish some rapport - Be a Safe Person
2. OARS(ES)
3. Change Rulers
4. Decisional Balance
5. Evocative Questions

STEP-BY-STEP INTERVIEWING

1. Establish some rapport - Be a Safe Person





Has there been anyone
in your life who is
decidedly not safe?

- ▶ “What’s the big deal? I got spanked and I turned out just fine.”
- ▶ “Everybody is in my business. The day care just keeps calling saying that my kids are out of control. Well that’s their problem.”
- ▶ “I’m behind on all the bills - I got an eviction notice again and the power is about to be turned off. I can’t catch a break.”
- ▶ “Everytime I let someone in this house, child welfare gets called. I’m done with that.”

Statements that will shut a person down

“You make it sound like you are the only person with problems.”

“Whining is going to fix this.”

“Child welfare is designed to keep you and your kids safe. You should feel grateful.”

“Oh, it’s not that bad. Quit being so dramatic.”

Dismissing feelings

Statements that will shut a person down

“Why don’t you go to the school and have a meeting to discuss what is happening....”

“Let’s set up a schedule of your bills so you know which one to pay back first.”

“Parenting can be hard but you can’t spank anymore. Here, read this book, it will give you some great new ideas...”

“I bet if we cleaned up this house a little, you would get fewer calls from Child Welfare.”

Giving advice, Solving the problem

Statements that will shut a person down

“Adversity builds character!”

“It could be worse.”

“This is all part of God’s plan.”

“There are lots of things to be grateful for..”

“Everything happens for a reason.”

Platitudes

Statements that will shut a person down

“Yes, I got spanked too growing up. There was one time my dad grabbed his belt and.... .”

“It’s tough when child care calls. I almost got fired from my last job because I had to pick up my kid so often.”

“My sister works for Child Welfare. You know they don’t want to take kids away they just want to help but people treat them so mean. She has this one family....”

Making It About You

Statements that will shut a person down

“Well, if you hadn’t done that, you wouldn’t be in this mess.”

“Blaming child care won’t fix the problem you created.”

“How much do you spend on cigarettes each month? With that money you could keep your lights on.”

“No matter how you justify it, your drinking is hurting your children.”

Judgements

Which of these habits could you work on to improve your safety?

- Dismissing feelings
- Giving advice/ solving problems
- Platitudes
- Making it about you
- Judgements



How to be Safe?



Be a good listener, without judgement.

No Judgement

Where does Judgement come from?

- A sense of righteousness
- A sense of insecurity

Instead...

- Give up your power and need to control





What Lowers Resistance?

Non-Resistance

Non-Judgemental Stance

STEP-BY-STEP INTERVIEWING

1. Establish some rapport - Be a Safe Person
2. OARS(ES)

Specific Skills

- **OARS** - If we do OARS right, the client will talk about their own change rather than have the clinician attempt to convince them of their need for change.
- **Open-Ended Questions** - Questions that can't be answered in a 'yes' or 'no' response. Keeps the person talking.
- **Affirmations** - Catch them being good. Focus on any positive aspect of their life, motivation, story, past successes, and efforts.
- **Reflections** - Tell them what you heard so they know they have been heard and understood.
- **Summary** - Tell them what you have heard overall (big picture), and their need to explain themselves or argue their side decreases.





OPEN ENDED QUESTIONS

Affirmations

Affirmations are statements and gestures that recognize client strengths and acknowledge behaviours that lead in the direction of positive change, no matter how big or small.

Affirmations build confidence in one's ability to change.



- I appreciate that you are willing to meet with me today.
- You are clearly a very resourceful person.
- You handled yourself really well in that situation.
- That's a good suggestion.
- If I were in your shoes, I don't know if I could have managed nearly so well.
- I've enjoyed talking with you today.

Reflections

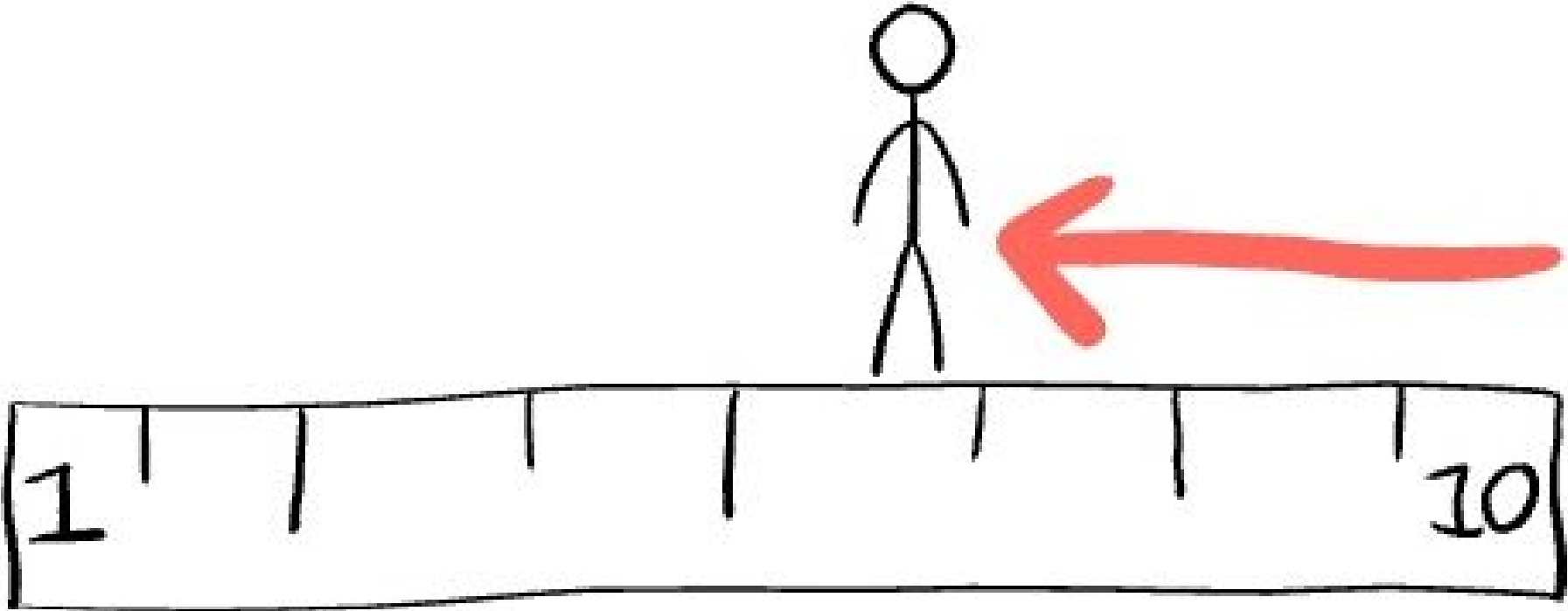


Show you are listening by
reflecting

**Example: “I’m so stupid. I’ll
never get this.”**



Avoid the "Righting Reflex"



a. Use Reflective Listening

Simple reflection has you repeat what a person says

Complex reflection identifies a thought or feeling behind the statement.



Show you are listening by
reflecting

Example: “No one in my group likes me.”

Simple reflection: “You don’t think people like you.”

Deeper reflection: “You feel worried that people don’t like you and you will be left out.”



Show you are listening by
reflecting

“Everyone is telling me I’m a bad parent because I had my children removed.”

“You have people telling you that you are a bad parent.”

“You feel blamed and disrespected by your family .”



“This is hard and you feel really misunderstood.”

Show you are listening by
reflecting

“I’ve tried before. Nothing seems to work to change his behavior”

“You are finding parenting your son a real challenge.”

“You are unsure what to do differently.”

“You feel stuck with what to do that might make a difference.”



Show you are listening by
reflecting

“I don’t know how to do it all. I’m being told I need to read every night and keep the house clean and make sure the kids are on time to school and get to all of their medical appointments. I just can’t do it all by myself.”

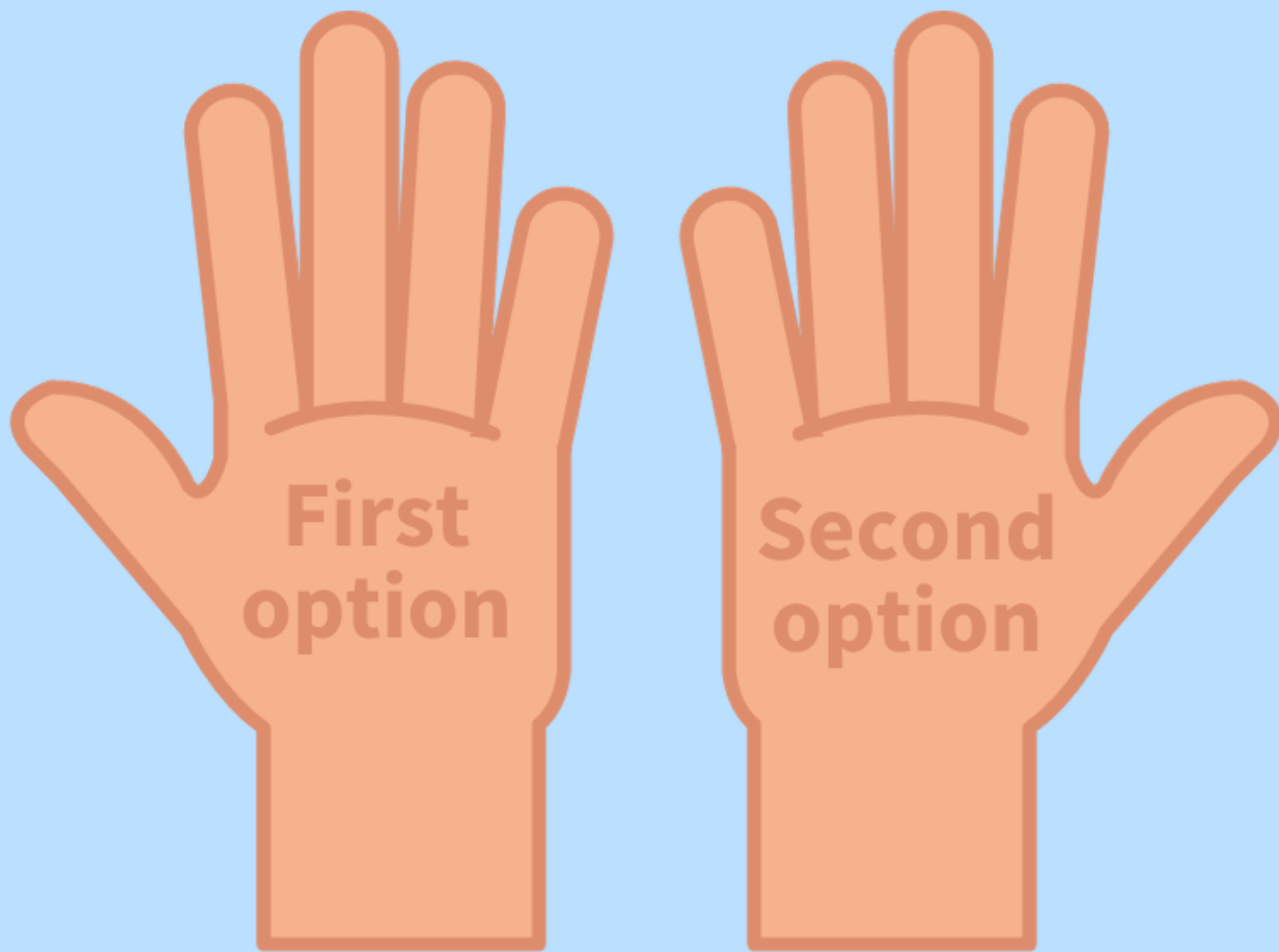


Ambivalence

“Ambivalence is the simultaneous presence of competing motivations for and against change.”

Miller & Rollnick,
*Motivational Interviewing:
Helping People Change*
(Fourth Edition)

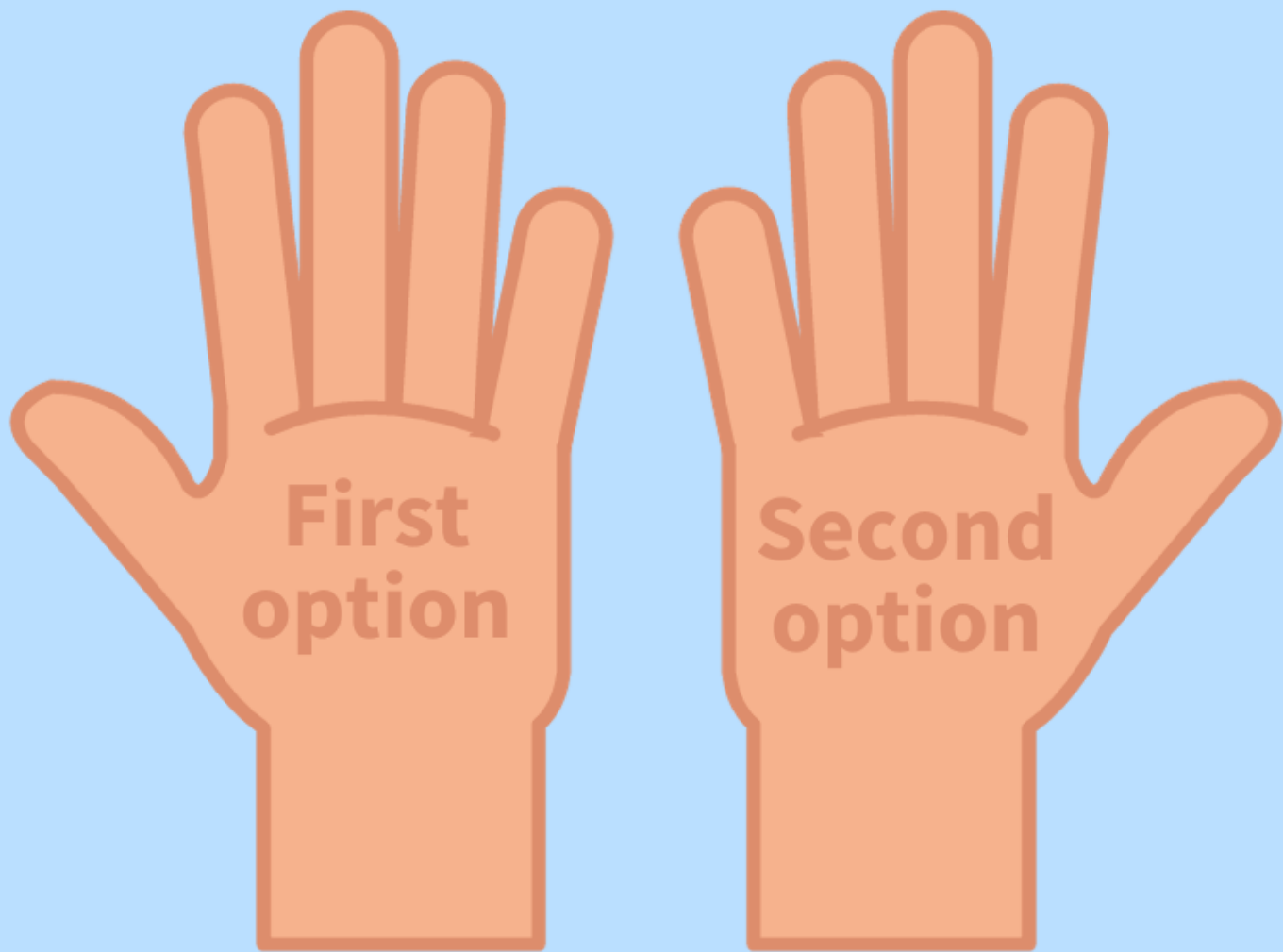




Double Sided Reflections

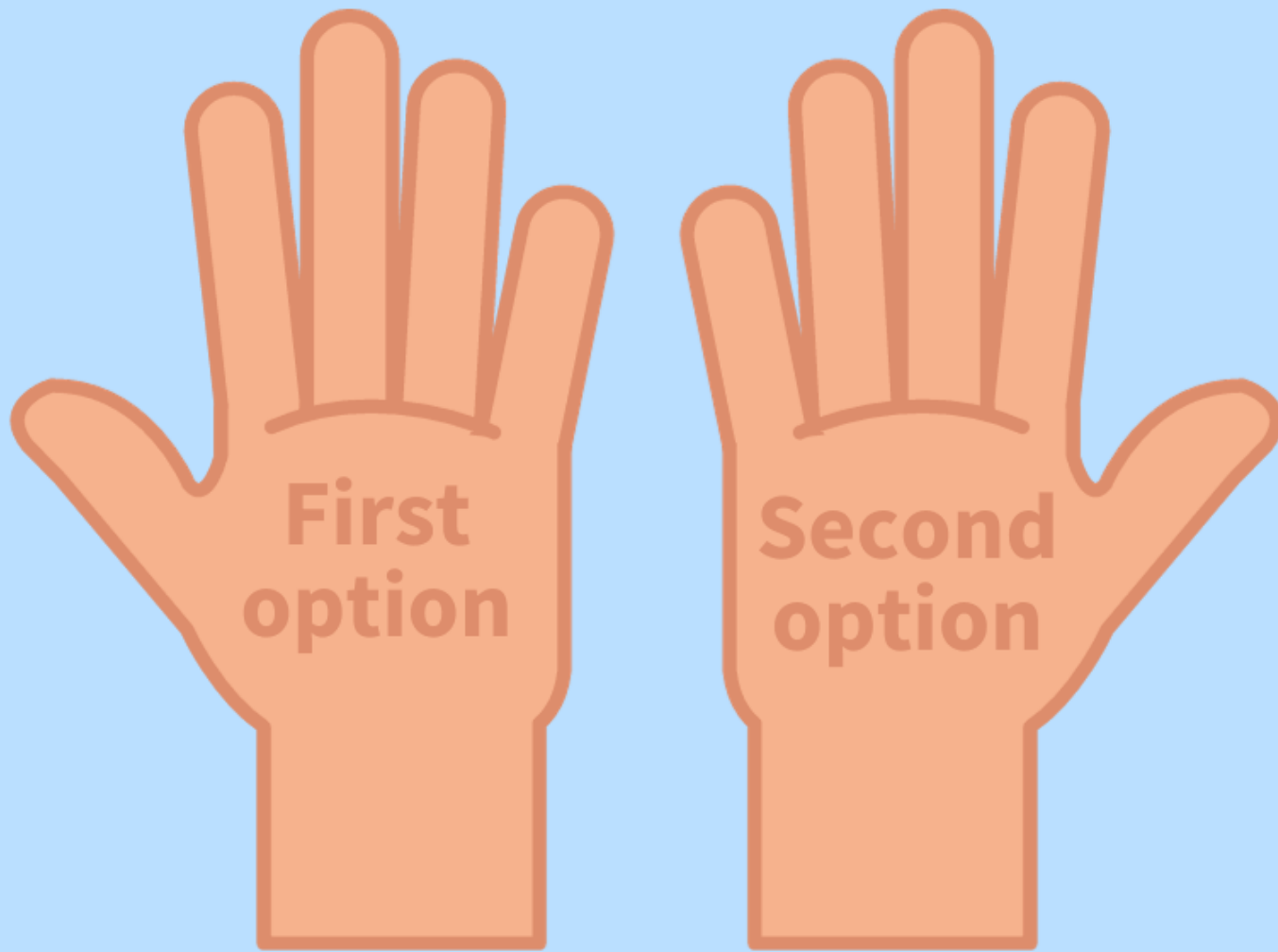
“I know I need to do something different but I’ve tried before and it didn’t work.”

“So on one hand you don’t want to waste time on something that didn’t work before and on the other hand you know something needs to change.”



Double Sided Reflections

“90% of you thinks that trying these new ideas is a waste of time and will not be helpful. There is a part of you that knows you have to do something different. Tell me about the 10% that makes you wonder.”



Double Sided Reflections

“I know I’m supposed to do this but I’m overwhelmed by all these forms, and honestly I just avoid opening the emails.”

“Part of you is shutting it out because it feels like too much, and another part of you knows this paperwork matters if you want to stay enrolled.”

Summary

1.

2.

3.



Structure of Summaries

1. Opening statement

- a. “Let me see if I understand so far...”
- b. “Here’s what I heard. Tell me if I have missed anything.”

2. Point out “change statements” that indicate a willingness to do something different:

- a. You would like for things to be better around the house
- b. You are tired of all of this fighting
- c. You seem really motivated to make this go well though you are not sure what you need to do so.

3. If the person is unsure, include both sides of the argument

- a. “on the one hand.... and on the other hand...”

4. End with an invitation. For Example:

- a. Did I miss anything?
- b. If that’s accurate, what other points are there to consider?
- c. Anything you want to add or correct?

Express Empathy

Give them permission to feel their feelings

“I can see why you are so upset...”

“I know, I don't like doing that either...”

“Wow, I'd feel angry too”

“That's tough...”

“I'm sorry you are going through that”



Allow Silence



Discuss a Problem of
Practice...
Without Fixing Anything

- Use PACE -
Partnership, Acceptance,
Compassion, Empowerment
- Use OARS-ES
- No Advice
- No Cheering up



STEP-BY-STEP INTERVIEWING

1. Establish some rapport - Be a Safe Person
2. Use OARS(ES)
3. Use Change Rulers - Scaling Questions

Change Rulers

Scale Importance and Confidence

1. Follow up with two questions:

“So you are a _____. Why not a _____ (one number lower)?”

“What would it take to be a _____ (one number higher)?”

Readiness Ruler
Importance

How **important** is this change to you right now?

0 1 2 3 4 5 6 7 8 9 10
Not *Somewhat* *Very*


Produced by the Center for Evidence-Based Practices (CEBP) at Case Western Reserve University with support from the Ohio Departments of Health, Mental Health, and Alcohol & Drug Addiction Services.

Readiness Ruler
Confidence

How **confident** are you about making this change?

0 1 2 3 4 5 6 7 8 9 10
Not *Somewhat* *Very*

www.centerforebp.case.edu

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What do you want to change?



Exercise

Boundary
Setting

Saying
"Yes"

Alcohol

Screen
time

Diet

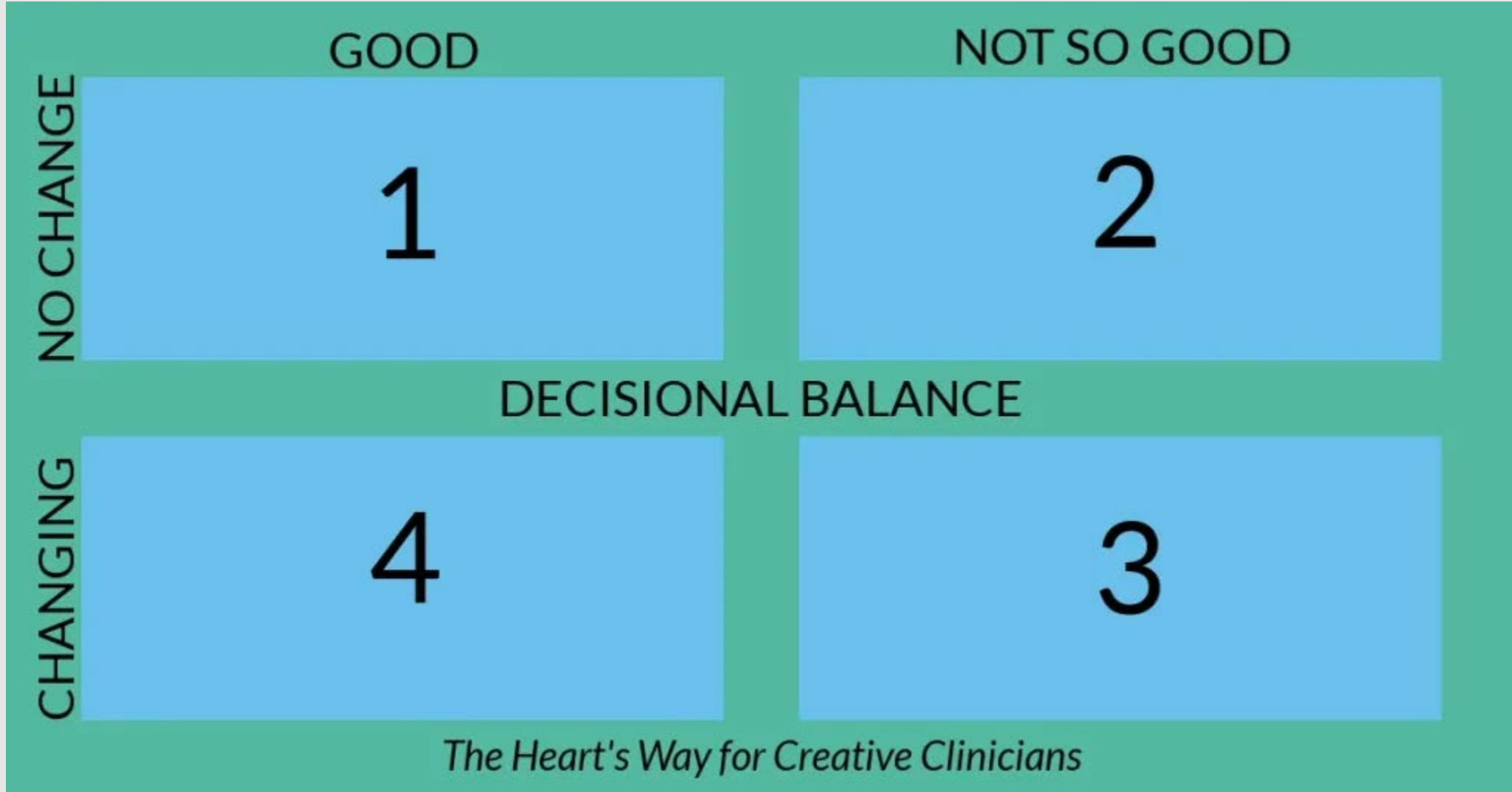
Sleep



STEP-BY-STEP INTERVIEWING

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MI Decisional Balance

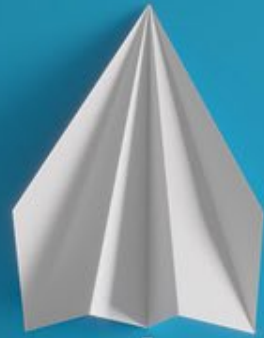


Giving Advice

1. **Only after you have summarized and they agree with your summary**
2. **Only after asking for permission**
3. **Emphasize personal choice and control**
 - “It is up to you”
 - “This is your life.”
 - “No one can tell what is best for you.”



What do you want to change?



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Setting

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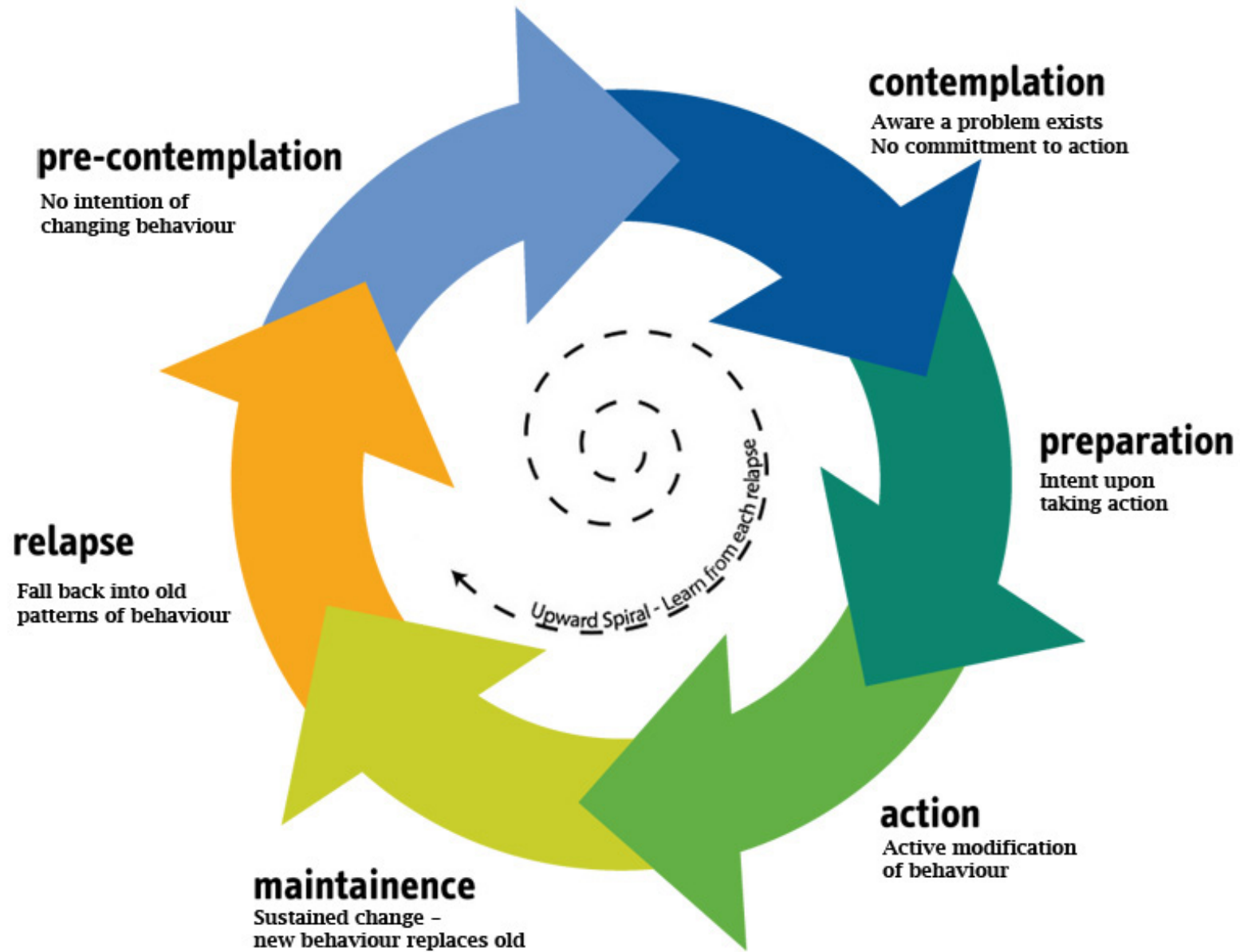
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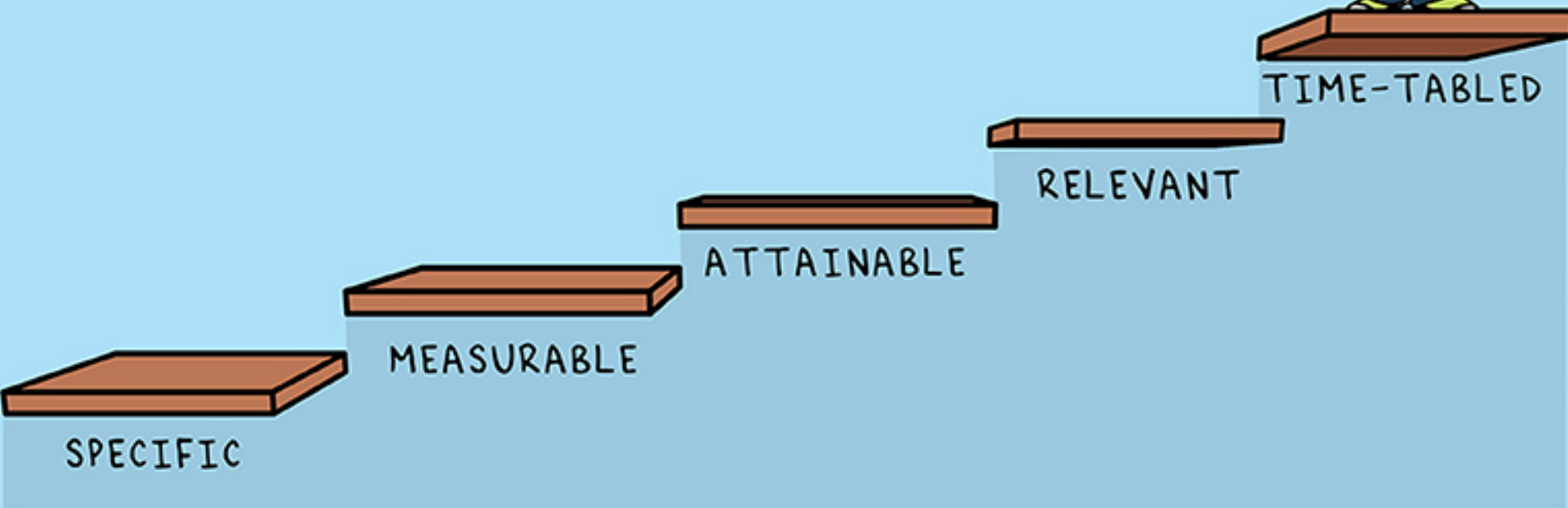


Transtheoretical Model of Change
Prochaska & DiClemente

Putting on Your MI Hat



**Wrap it up. Set a goal
you want to remember
and practice.**





Review Time

- Did it feel like I was wrestling or dancing?
- Did I seek to understand this person and their world?
- What was my ratio of questions versus reflections like?
- Did I reassure this person that ambivalence to change is normal?
- Did I encourage this person to talk about his/her reasons for not changing?
- Did I ask permission to give information or feedback?
- Whose change is it? Did I keep the righting reflex at bay.

STEP-BY-STEP INTERVIEWING

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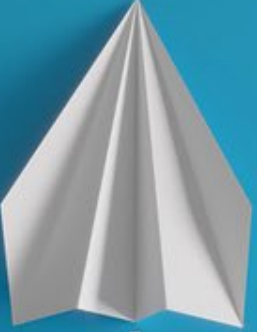
Evocative Questions

To bring strong
images,
memories, or
feelings to mind.



<p>1. Ask Permission to discuss important issue</p> <ul style="list-style-type: none"> ● Do you mind if we talk about <u>[insert behavior]</u>? <p>If client is mandated to attend:</p> <ul style="list-style-type: none"> ● Whose idea was it that you should come here today? ● What is your understanding of why you are here? 	<p>2. Ask about the positive (good things) aspects of the target behavior.</p> <ul style="list-style-type: none"> ● What are some of the good things about _____? ● People usually _____ because there is something that has benefited them in some way. How has _____ benefited you? 	<p>3. Ask about the negative (less good things) aspects of the target behavior:</p> <ul style="list-style-type: none"> ● Can you tell me about the down side? ● What are some aspects you are not so happy about? ● What are some of the things you would not miss? <p>Summarize the negatives</p>
<p>4. Use Change Rulers</p> <p><i>Ask open questions about where the client sees themselves on a scale from 1 – 10.</i></p> <ul style="list-style-type: none"> ● On a scale where one is not at all important, and ten is extremely important, how <u>important</u> (need) is it to you to change _____? ● Why are you at a ___ and not (lower number)? ● What might happen that could move you from ___ to a ___[higher number]? ● How <u>confident</u> you are that you could _____? (ability) ● How <u>ready</u> are you to _____? 	<p>5. Explore Life Goals</p> <p>These goals will be the pivotal point against which cost and benefits are weighed.</p> <ul style="list-style-type: none"> ● What sorts of things are important to you? ● What sort of person would you like to be? ● What do you value most in life? ● If things worked out in the best possible way for you, what would you be doing a year from now? <p>Use affirmations to support “positive” goals and values.</p> <p>Point out ways in which current behaviors are not in line with values and goals</p>	<p>6. Ask Evocative Questions</p> <p>Looking forward</p> <ul style="list-style-type: none"> ● Where would you like to be in ___ years? What do you hope will be different? And how does <u>(this problem)</u> fit into that? <p>Looking back</p> <ul style="list-style-type: none"> ● Looking back to a time when things were better, what things were you doing differently? <p>Querying extremes</p> <ul style="list-style-type: none"> ● What is the best/worst thing that can happen if you tried?
<p>7. Elicit Statements Supporting Self-Efficacy (Finding Exceptions)</p> <ul style="list-style-type: none"> ● Last week you were not sure you could go one day without <u>(this habit)</u>, how were you able to be successful the entire past week? ● So even though you have not <u>(achieved your whole goal)</u> this week, you have managed to <u>(be successful in a small way)</u>. How were you able to do that? ● “How do you feel about this change?” 	<p>8. Give Advice and Feedback with Permission Only</p> <ul style="list-style-type: none"> ● Do you mind if we spend a few minutes talking about....? ● “What do you know about....?” ● “Are you interested in learning more about....?” ● Ask for feedback <p>What do you think about that?</p>	<p>9. Ask for a decision.</p> <ul style="list-style-type: none"> ● Are you more clear about what you would like to do? ● On a scale of 1 to 10 what are the chances that you will do your next step? <p>If no decision or decision is to continue the behavior.</p> <ul style="list-style-type: none"> ● If no decision, empathize with the difficulty of ambivalence. ● Ask if there is something else which would help them make a decision? ● If the decision is to continue the behavior, go back to explore the ambivalence.

Practice Time



Exercise

Boundary
Setting

Saying
"Yes"

Alcohol

Screen
time

Diet

Sleep



Scenario

Coach: Thanks for taking the time to meet with me today. I know things have been tough with your class, especially with Alex. I wanted to hear how you're feeling about the situation.

Teacher: How am I feeling? I'm done with this kid! He's disruptive, disrespectful, and I can't take it anymore. Every single day, he's causing problems, and I have had it. The whole class suffers because of him, and I'm not going to put up with it any longer.

Coach: That sounds really challenging. It must be incredibly frustrating to deal with that kind of behavior day after day, especially when it's affecting the rest of your students. What's been the hardest part for you with Alex?

Scenario

Teacher: The hardest part? Everything about it! I'm trying to teach here, and every time I turn around, he's talking back, not paying attention, throwing things. I can't focus on teaching when he's constantly acting out. And the worst part is, he doesn't care! He doesn't respect me, and he doesn't respect my class. I can't stand that kind of behavior.

Coach: It sounds like you're feeling really disrespected and that Alex is making it harder for you to do your job. I can imagine that's frustrating when you're trying to maintain control and keep things on track. I hear that you feel like there's no respect coming from him. Have you been able to have a conversation with him about how his behavior is affecting the class?

Scenario

Teacher: What's the point?!! I've tried talking to him. He just shrugs it off, or worse, he gets defiant and disrespectful. And every time I try to get through to him, he just makes things worse. This kid doesn't want help, he just wants to cause problems. I've had enough of trying to "fix" him. I'm not a counselor—I'm a teacher!

Coach: I hear you. It's exhausting when it feels like you're putting in effort and not seeing any change. You're right—it's your job to teach, not to play the role of a counselor. But I'm wondering, what do you think might be fueling this behavior from Alex? Could there be something going on with him that's causing him to act out like this?

Scenario

Teacher: Who cares? Why should I care? He's in my class, not his therapist's office. If he's having problems at home or wherever, that's not my issue. He needs to come to class and follow the rules, end of story. I'm not here to be his friend—I'm here to teach him, and he needs to start respecting that.

Coach: It sounds like you're feeling like Alex isn't taking responsibility for his behavior, and it's making it hard for you to keep the classroom running the way you need it to. That's understandable. But I'm wondering—if there is something else going on for Alex, might it help in the long run if we tried to understand it? It might not change everything right away, but could it help in terms of how you approach him?

Scenario

Teacher: I don't care what's going on with him. I've got 25 other kids in my class who need me too! Why should I prioritize one kid who clearly doesn't give a damn? Every time I try to be patient, he takes advantage of me. And that's not going to happen anymore.

Coach: It sounds like you're feeling stretched thin, and it's tough when one student seems to be taking so much of your focus and energy. You have every right to maintain control and set boundaries. It's clear you're feeling overwhelmed and that your priority is keeping the class under control. Let me ask you a different kind of question: on a scale of 1-10 with 10 being the most important thing and 0 being it is not important at all, how important to you that we improve this problem with Alex?

Scenario

Teacher: I'm at a 10. This is driving me crazy and making teaching no fun at all. I'm losing sleep and my husband is commenting that I'm grumpy and he is worried about me.

Coach: A 10. So this is really important to you as it is affecting not just school but home. It is causing a lot of stress for you. The second part of the questions: Same scale of 0-10, how confident are you that you can have an effect on Alex and help make things better, even just a little bit?

Teacher: I'm a 2. Nothing works with this kid. I've tried everything I know and nothing changes.

Coach: Ok, a 2. Why not a 1 or 0?

Teacher: I know that every kid is supposed to have a chance and I do believe people can change, but I'm not sure about this one.

Scenario

Coach: You feel pretty stuck and a bit hopeless with Alex and that is making things really hard. Though on the other hand, You know that people can change and that is an important part of being a teacher, is helping kids, of all abilities, get a little better. You like being that person that helps grow kids.

Teacher: Yes I do, usually, but sometimes you run into one that just doesn't want that help.

Coach: So if we could find some way in which Alex might be more open to your help, that would feel good. You would then feel more confident that maybe maybe a little less stuck and stressed.

Teacher: I suppose so, but good luck with that.

Coach: I have a possible idea, would you like to hear my idea or maybe we could brainstorm some of your own.

Teacher: Let's hear it, I'm out of ideas.

What do you want to change?

“So I’m supposed to increase outreach, document every interaction, do more follow-ups, and catch students before they disengage. That’s the direction from leadership. You’ve got to be kidding me. I’m already behind every day and finishing work at night. You tell me when this is supposed to happen.”



Optimal conditions for change seem to be...

- 1. A desire to achieve an outcome (Importance)**
- 2. A belief that it can be achieved (Confidence)**
- 3. A belief that the new behavior is freely chosen (Autonomy)**



How do we help?

01

We Roll with Resistance (Rather than arguing, giving advice, convincing, lecturing, educating...)

02

We Develop Discrepancy (Rather than pointing out inconsistencies or flaws in logic...)

03

We ask permission before giving advice (Rather than telling, ordering, demanding...)

Client is an equal partner!

Precontemplation and Contemplation

“You know, people are making a bigger deal out of this than is really needed. Everyone I know smokes a little pot now and then.”

“I mean, what is their problem anyway. Can’t they see they are making a big deal out of nothing?”



Fundamental Rules: Our Stance

01

We Roll with
Resistance (Rather
than arguing, giving
advice, convincing,
lecturing, educating...)

02

We Develop
Discrepancy (Rather
than pointing out
inconsistencies or
flaws in logic...)

03

We ask permission
before giving advice
(Rather than telling,
ordering,
demanding...)


Client is an equal partner!

Precontemplation / Contemplation


- 1. Reflective Listening**
- 2. Amplified Reflection**
- 3. Double-Sided Reflections**
- 4. Shifting Focus**
- 5. Emphasizing Personal Choice and Control**



Reflective Listening




**“My mom is on my back
all the time. I can’t
stand it.”**




**Simple: “You’re mom is
on your case a lot”**

Reflective Listening



**“My mom is on my back
all the time. I can’t
stand it.”**



**Deeper: “You are feeling
very unsupported by
your mom.”**

Amplified Reflection

“Quitting drinking is not something I’ve thought about.”

Amplified:

“Drinking at this rate is something you will always do.”

“You hate everything about living with your mother.”





Shifting Focus

“Everyone wants me to leave my boyfriend but I’m not going to do it.”

“Ok, no problem. We don’t need to go there right now. How about you keep telling me about your goals for school.”

Emphasize Personal Choice and Control

“That’s ok. This is your life. No one can make you do what you don’t want to do.”

“You are in control. I won’t tell you how to live your life. Only you know what is best for you.



Precontemplation and Contemplation

“You know, people are making a bigger deal out of this than is really needed. Everyone I know smokes a little pot now and then.”



0 points

- Maybe they're concerned because it is a big deal.
(Begins counterargument)
- It sounds to me like you are in denial about your drug addiction. *(Diagnosing)*
- That's how people usually talk when they don't want to deal with a problem.
(Dismissive/Confrontational)
- Just because other people may do something doesn't mean it's OK for you. *(Counterargument)*
- Do you know anything about addiction?
(Likely to engender resistance)



1 point - Neutral Responses

- How often are you using marijuana now?
(Question)
- Let's talk about your marijuana use. *(Neutral)*
- How much do you use, compared to these people you know? *(Question)*
- How big of a deal do YOU think it is?
(Question)
- Sounds like you are concerned about some people you know. *(Inaccurate Reflection)*



2 point - Positive

- Your marijuana use doesn't seem like a big deal.
- You're not using marijuana any more than lots of people you know. (Reasonable inference)
- People are overreacting about your drug use.
- So you use marijuana now and then, and you don't feel concerned about it.
- Some people are giving you a bad time about using marijuana.



Precontemplation and Contemplation

“I mean, what is their problem anyway? Can't they see they are making a big deal out of nothing?”



How do we help?

01

We Roll with Resistance (Rather than arguing, giving advice, convincing, lecturing, educating...)

02

We Develop Discrepancy (Rather than pointing out inconsistencies or flaws in logic...)

03

We ask permission before giving advice (Rather than telling, ordering, demanding...)

Client is an equal partner!

Optimal conditions for change seem to be...

- 1. A desire to achieve an outcome (Importance)**
- 2. A belief that it can be achieved (Confidence)**
- 3. A belief that the new behavior is freely chosen (Autonomy)**



Specific Skills

- Change Rulers:
- Importance and Confidence

Readiness Ruler
Importance

How **important** is this change to you right now?

0 1 2 3 4 5 6 7 8 9 10

Not Somewhat Very

Produced by the Center for Evidence-Based Practices (CEBP) at Case Western Reserve University with support from the Ohio Departments of Health, Mental Health, and Alcohol & Drug Addiction Services.


Readiness Ruler
Confidence

How **confident** are you about making this change?

0 1 2 3 4 5 6 7 8 9 10

Not Somewhat Very

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- On a scale of 1 to 10, how confident are you to make a change in . . . ?
- Example, If you are a 5, why are you a 5 and not a 3?
- Or if you are a 5, what need to happen for you to go to a 7?
- How could I assist you in getting to a 7?

Readiness Ruler
Importance

How **important** is this change to you right now?

0 1 2 3 4 5 6 7 8 9 10

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Readiness Ruler
Confidence

How **confident** are you about making this change?

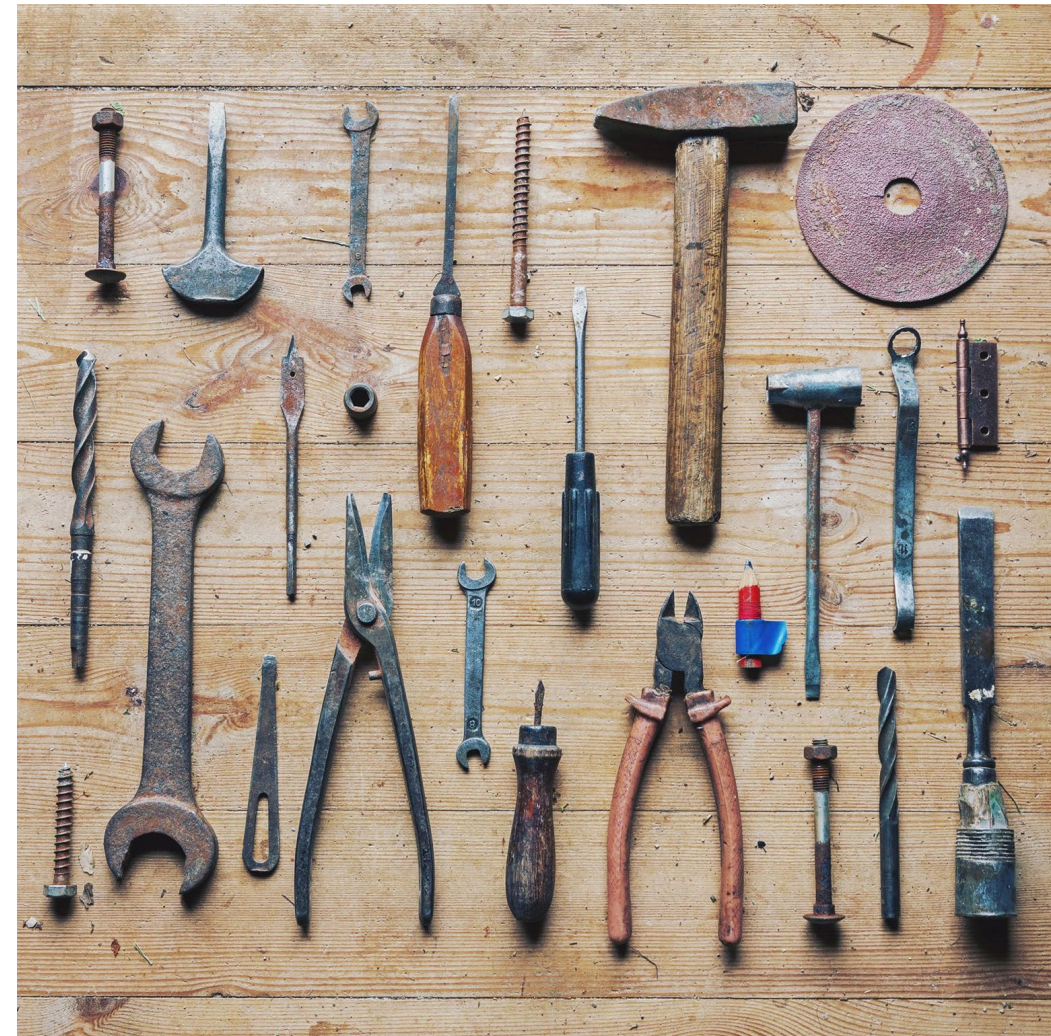
0 1 2 3 4 5 6 7 8 9 10

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9 Tools for Motivational Interviewing Cheat Sheet



<p>1. Ask Permission to discuss important issue</p> <ul style="list-style-type: none"> • Do you mind if we talk about [insert behavior]? <p>If client is mandated to attend:</p> <ul style="list-style-type: none"> • Whose idea was it that you should come here today? • What is your understanding of why you are here? 	<p>2. Ask about the positive (good things) aspects of the target behavior.</p> <ul style="list-style-type: none"> • What are some of the good things about _____? • People usually _____ because there is something that has benefited them in some way. How has _____ benefited you? 	<p>3. Ask about the negative (less good things) aspects of the target behavior:</p> <ul style="list-style-type: none"> • Can you tell me about the down side? • What are some aspects you are not so happy about? • What are some of the things you would not miss? <p>Summarize the negatives</p>
<p>4. Explore Life Goals</p> <p>These goals will be the pivotal point against which cost and benefits are weighed.</p> <ul style="list-style-type: none"> • What sorts of things are important to you? • What sort of person would you like to be? • If things worked out in the best possible way for you, what would you be doing a year from now? <p>Use affirmations to support “positive” goals and values.</p>	<p>5. Encourage Change Talk</p> <ul style="list-style-type: none"> • Do you mind if we talk about [insert behavior]? <p>If client is mandated to attend:</p> <ul style="list-style-type: none"> • Whose idea was it that you should come here today? • What is your understanding of why you are here? 	<p>6. Ask Evocative Questions</p> <p>Looking forward</p> <ul style="list-style-type: none"> • Where would you like to be in ___ years? What do you hope will be different? And how does _____[smoking] fit into that? <p>Looking back</p> <ul style="list-style-type: none"> • Looking back to a time when things were better, what things were you doing differently? <p>Querying extremes</p> <ul style="list-style-type: none"> • What is the best/worst thing that can happen if you tried? <p>Importance and Confidence rulers</p>
<p>7. Elicit Statements Supporting Self-Efficacy (Finding Exceptions)</p> <ul style="list-style-type: none"> • Last week you were not sure you could go one day without using cocaine, how were you able to avoid using the entire past week? 	<p>8. Give Advice and Feedback with Permission Only</p> <ul style="list-style-type: none"> • Do you mind if we spend a few minutes talking about....? [Followed by] “What do you know about....?” [Followed still by] “Are you interested in learning more about.....?” • Ask for feedback <p>What do you think about that?</p>	<p>9. Ask for a decision.</p> <ul style="list-style-type: none"> • Are you more clear about what you would like to do? • On a scale of 1 to 10 what are the chances that you will do your next step? <p>If no decision or decision is to continue the behavior.</p> <ul style="list-style-type: none"> • If no decision, empathize with the difficulty of ambivalence. • Ask if there is something else which would help them make a decision? • If the decision is to continue the behavior, go back to explore the ambivalence.

Time to Practice



Exercise

Boundary
Setting

Saying
"Yes"

Alcohol

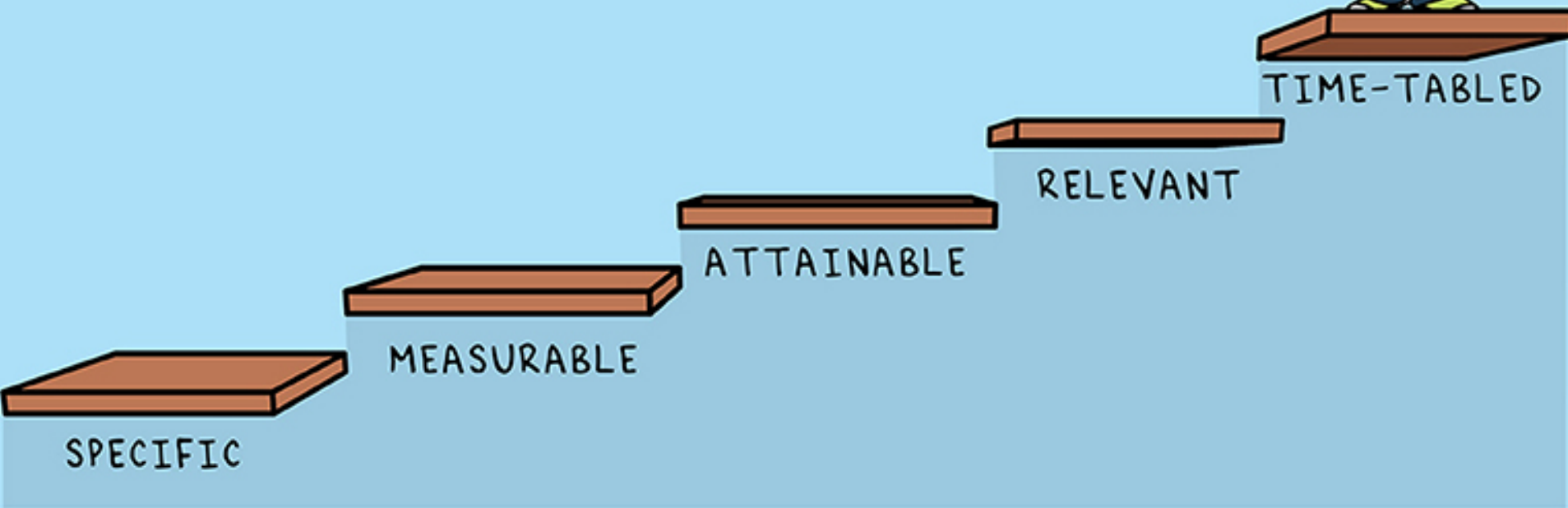
Screen
time

Diet

Sleep



**Wrap it up. Set a goal
you want to remember
and practice.**



d. Explore and mine past successful solutions

- What did you do the last time....?
- What are you doing this time that is good – that you want to continue doing?
- When you are feeling lonely, what normally cheers you up?
- Who has given you strength in the past?
- What do you enjoy doing that helps you distract from these feelings?