

PUTTING IT ALL TOGETHER

CLIENT/COACH ROLE

Directions: Read over each scenario carefully. Then have a motivational interviewing conversation as described below.

Scenario :1 Earning a GED

The client is a father of 3 where his wife often stays home to help raise the children while he works three low-wage part-time jobs to help support the family. He states that he is currently trying to find a better-paying job, so he would only have to work one job. Through working with the client, you have learned that he does not have a high school diploma and has identified earning a GED or high-school equivalency would increase his chances of finding a better-paying job. He set that as a goal but has made no progress over the last several weeks.

Despite the goal of earning a GED, the client has struggled to take the first steps toward doing so. The **target behavior** for this conversation will be beginning a program to complete his GED.

Client Role

The client is serious about earning a GED but has been stuck on starting to do so. His multiple jobs are stressful and tiring, and what little time he has for his family he has to spend sleeping. Earning a GED would help him get a better-paying, full-time job that would help him spend more time with his family. He also wants to set a good example for his kids. He knows about a local program he can take advantage of in his community but just hasn't taken the step to start. He is worried about the time commitment in the short term but knows it would pay off in the long term.

On a scale of 1-10 for readiness to begin a GED program, the client is a 6. On a scale of 1-10 for importance, he rates it an 8 but on a scale of 1-10 for confidence, he is a 4. He knows it is important and will help but he hasn't done it before and is afraid of failing.

Coach Role

Your goal is to engage the client in a motivational interviewing style conversation with the hope to grow motivation to begin a GED completion program.

Coach Checklist

	Start the conversation by saying "I know one of your goals has been to earn a GED. How is that going?"
	Remember to use open-ended questions and reflections.
	Roll with resistance and amplify change talk (EARS). (<i>Elaboration, Affirmation, Reflection, Summary</i>)
	Try to use at least one "scaled question" (1-10).
	Try to emphasize choice and autonomy at least once.
	Embody the "Spirit of MI."

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OBSERVER ROLE

Directions: As the observer, you will be listening to the coach and client interacting with each other. Do not offer advice, corrections, or suggestions; you are merely there to observe. While observing, please check off any of the skills you have witnessed. If you have any remarks, please put them in the note section. Remember, the coach may not hit all of the skills on the checklist and that is fine.

Checklist:

- Open-ended questions
 - Identifying motivation [Why is that important to you? Why do you want to work towards this goal?]
 - Acknowledging feelings [What are the pros and cons of pursuing this goal? How do you feel about this change?]
 - Making a plan [What are your options? What has worked for you in the past?]
- Affirmations
- Reflections
- Summaries
- Roll with resistance
- Amplify change talk [Remember, EARS]
 - Elaboration
 - Affirmation
 - Reflection
 - Summary
- Scaled Question [1 – 10 or 1 – 7 or whichever]
- Emphasize Choice
- Emphasize Autonomy
- Rate the MI Spirit of the Coach [Scale of 1 – 7]

NOTES:

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CLIENT/COACH ROLE

Directions: Read over each scenario carefully. Then have a motivational interviewing conversation as described below.

Scenario 2: Budgeting

The client is a single mother of two children who often shows up late to appointments with her coach and struggles with remembering to complete items within the timeline stated. The client also admits to having problems with budgeting at times and often buys things impulsively because it “makes me and the children happy.” The client prides herself on being very resourceful and is often able to get herself out of various situations including financial ones once she thinks through a plan.

Despite the goal of using a budget, the client has struggled to take the first steps of planning the budget. The **target behavior** for this conversation will be creating a written budget and sticking to it.

Client Role

The client is serious about needing a budget but has been stuck on starting to do so. Finances are a major source of stress for her as it is difficult to make ends meet. On the one hand, budgeting would help her make wiser choices and reduce her stress about money. On the other, “impulse buys” are a source of entertainment and immediate gratification. She also stresses about denying the kids things they want, and it feels good to provide for them. She values setting a good example for her kids and making sure there is enough for necessities.

On a scale of 1-10 for readiness to use a budget, the client is a 7. On a scale of 1-10 for importance, she rates it a 10 but on a scale of 1-10 for confidence, she is a 2. She knows it is important and will help but she hasn’t had success doing it before and is afraid of failing.

Coach Role

Your goal is to engage the client in a motivational interviewing style conversation with the hope to grow motivation to create a written budget and use it. Below is a table of reminders to keep in mind.

Coach Checklist

	Start the conversation by saying “I know one of your goals has been using a written budget. How is that going?”
	Remember to use open-ended questions and reflections.
	Roll with resistance and amplify change talk (EARS). (<i>Elaboration, Affirmation, Reflection, Summary</i>)
	Try to use at least one “scaled question” (1-10).
	Try to emphasize choice and autonomy at least once.
	Embody the “Spirit of MI.”

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OBSERVER ROLE

Directions: As the observer, you will be listening to the coach and client interacting with each other. Do not offer advice, corrections, or suggestions; you are merely there to observe. While observing, please check off any of the skills you have witnessed. If you have any remarks, please put them in the note section. Remember, the coach may not hit all of the skills on the checklist and that is fine.

Checklist:

- Open-ended questions
 - Identifying motivation [Why is that important to you? Why do you want to work towards this goal?]
 - Acknowledging feelings [What are the pros and cons of pursuing this goal? How do you feel about this change?]
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