

MOTIVATIONAL INTERVIEWING PROBATION OFFICER SELF-ASSESSMENT REPORT

(Form/Material adapted from MIA-Step Manual published by NIDA-SAMHSA)

Martino, S., Ball, S.A., Gallon, S.L., Hall, D., Garcia, M., Ceperich, S., Farentinos, C., Hamilton, J., and Hausotter, W. (2006) *Motivational Interviewing Assessment: Supervisory Tools for Enhancing Proficiency*. Salem, OR: Northwest Frontier Addiction Technology Transfer Center, Oregon Health and Science University.

INSTRUCTIONS: Listed below are a variety of Motivational Interviewing consistent and inconsistent skill areas. Please rate the degree to which you incorporated any of these strategies or techniques into your meeting with youth or families in your caseload. Feel free to write comments below each item about any areas you want to discuss with your supervisor or MI coach. For each item please rate your best estimate about how frequently you used the strategy using the definitions for each scale point. SEE DEFINITION SHEET FOR FURTHER DETAIL ON EACH ITEM.

- 1 (NOT AT ALL) Never used the strategy
- 2 (A LITTLE) Used the strategy 1 time briefly
- 3 (INFREQUENTLY) Used the strategy 2 times briefly
- 4 (SOMEWHAT) Used the strategy 3-4 times briefly or once or twice extensively
- 5 (QUITE A BIT) Used the strategy 5-6 times briefly or thrice extensively
- 6 (CONSIDERABLY) ... Used the strategy during more than half of the session
- 7 (EXTENSIVELY) Use of the strategy almost the entire session

MOTIVATIONAL INTERVIEWING CONSISTENT ITEMS

1. MOTIVATIONAL INTERVIEWING STYLE OR SPIRIT (FRAMES, ACE & EARS)

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

2. OPEN-ENDED QUESTIONS

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

3. AFFIRMATION OF STRENGTHS AND CHANGE EFFORTS

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

4. REFLECTIVE STATEMENTS

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

5. FOSTERING A COLLABORATIVE ATMOSPHERE

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

6. MOTIVATION TO CHANGE

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

7. DEVELOPING DISCREPANCIES

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

8. PROS, CONS, AND AMBIVALENCE

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

9 CHANGE PLANNING DISCUSSION

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

10. PERSON-CENTERED PROBLEM DISCUSSION AND FEEDBACK

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

MOTIVATIONAL INTERVIEWING INCONSISTENT ITEMS

11. UNSOLICITED ADVICE, DIRECTION-GIVING, OR FEEDBACK

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

12. EMPHASIS ON ABSTINENCE ONLY

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

13. DIRECT CONFRONTATION OF PERSON

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

14. ASSERTING AUTHORITY

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

15. CLOSED-ENDED QUESTIONS

... 1 2 3 4 5 6 7
NOT AT ALL A LITTLE INFREQUENTLY SOMEWHAT QUITE A BIT CONSIDERABLY EXTENSIVELY

Comments: _____

DEFINITIONS/DETAILS FOR SCALE ITEMS

MOTIVATIONAL INTERVIEWING CONSISTENT ITEMS

- 1. MOTIVATIONAL INTERVIEWING STYLE OR SPIRIT:** To what extent did you provide low-key feedback, roll with resistance (e.g., avoiding arguments, shifting focus), and use a supportive, nonjudgmental, collaborative approach? To what extent did you convey empathy and understanding through words and tone of voice, demonstrate genuine concern and an awareness of the person's experiences? To what extent did you follow the person's lead in discussions instead of structuring the discussion according to only your agenda?
- 2. OPEN-ENDED QUESTIONS:** To what extent did you use open-ended questions (i.e., questions or requests that elicit more than yes/no responses) to elicit the person's perception of his/her problems, motivation, change efforts, and plans? These questions often begin with the interrogatives: "What," "How," and "In what" or lead off with the request, "Tell me..." or "Describe..."
- 3. AFFIRMATION OF STRENGTHS AND CHANGE EFFORTS:** To what extent did you verbally reinforce the person's strengths, abilities, or efforts to change his/her behavior? To what extent did you try to develop the person's confidence by praising small steps taken by the person in the direction of change or by expressing appreciation for the person's personal qualities that might facilitate successful change efforts?
- 4. REFLECTIVE STATEMENTS:** To what extent did you use reflective listening skills such as repeating (exact words), rephrasing (slight rewording), paraphrasing (e.g., amplifying the thought or feeling, use of analogy, making inferences) or making reflective summary statements of what the person says?
- 5. FOSTERING A COLLABORATIVE ATMOSPHERE:** To what extent did you convey in words or actions that probation is a collaborative relationship in contrast to one where you are in charge? How much did you emphasize the (greater) importance of the person's own decisions, confidence, and perception of the importance of changing? To what extent did you verbalize respect for the person's autonomy and personal choice?
- 6. MOTIVATION TO CHANGE:** To what extent did you try to elicit his/her discussion of change (self-motivational statements) through evocative questions or comments designed to promote greater awareness/concern for the problem, recognition of the advantages of change, increased intent/optimism to change, or elaboration on a topic related to change? To what extent did you discuss the stages of change, help the person develop a rating of current importance, confidence, readiness or commitment, or explore how motivation might be strengthened?
- 7. DEVELOPING DISCREPANCIES:** To what extent did you create or heighten the internal conflicts of the person relative to his/her problem behavior (drugs, aggression, truancy, etc)? To what extent did you try to increase the person's awareness of a discrepancy between where his or her life is currently versus where he or she wants it to be in the future? How much did you explore how the problem behaviors may be inconsistent with the person's goals, values, or self-perceptions?
- 8. PROS, CONS, AND AMBIVALENCE:** To what extent did you address or explore with the person the positive and negative effects or results of his or her problem behavior and what might be gained and lost by abstinence or reduction in the behavior? To what extent did you conduct a decisional balance activity consisting of a cost-benefits analysis or list of pros and cons of the problem behavior? How much did you develop and highlight the person's ambivalence, support it as a normal part of the change process, and reflect back to the person the mixed thoughts and feelings that underpin the person's ambivalence?

9 CHANGE PLANNING DISCUSSION: To what extent did you develop a change plan with the person in a collaborative fashion. How much did you cover critical aspects of change planning such as facilitating discussion of the person's self-identified goals, steps for achieving those goals, supportive people available to help the person, what obstacles to the change plan might exist, and how to address impediments to change?

10. PERSON-CENTERED PROBLEM DISCUSSION AND FEEDBACK: To what extent did you facilitate a discussion of the problems for which the person entered probation instead of directing the conversation to problems identified by you but not by the person? To what extent did you provide feedback to the person about his or her problem behavior or problems in other life areas only when solicited by the person or when you explicitly sought the person's permission first?

MOTIVATIONAL INTERVIEWING INCONSISTENT ITEMS

11. UNSOLICITED ADVICE OR DIRECTION-GIVING: To what degree did you provide unsolicited advice or direction (e.g., offering specific, concrete suggestions for what the person should do)? To what extent was your style one of instructing the person?

12. EMPHASIS ON ABSTINENCE ONLY: To what extent did you present the goal of abstinence from a behavior as the only legitimate goal and indicate that harm reduction or lessening the behavior was not acceptable or realistic? How much did you try to definitively emphasize a goal of abstinence or reinforce abstinence as a necessary standard for judging any improvement during probation?

13. DIRECT CONFRONTATION OF PERSON: To what extent did you directly confront the person about his or her failure to acknowledge problems or concerns related to behavioral difficulties (e.g., psychiatric symptoms, substance use, lying, non-compliance with probation)? To what extent did you directly confront the person about not taking steps to try to change identified problem areas?

14. ASSERTING AUTHORITY: To what extent did you verbalize clear conclusions or decisions about what course of intervention would be best for the person? How much did you warn the person that change would be impeded unless the person followed certain steps or guidelines? To what extent did you tell the person about "what works" best in changing behavior or the likelihood of poor outcome if the person tried to do his/her own way? To what extent did you refer to your own experiences, knowledge, and expertise to highlight the points you made to the person?

15. CLOSED-ENDED QUESTIONS: To what extent did you ask questions that could be answered with a 'yes' or 'no' response or that sought very specific answers, details, or information about the person's past or current behavior and circumstances? These questions typically begin with the interrogative stems: "Could/can you," "Do/did you," "Are you," or "Have you."