**Additional Resources**

**Phase 1: Build Motivation for Change**

* **Elicit self-motivating statements**- Statements that boost confidence, reinforce positive beliefs, and promote action.
  + The more we say something, the more we tend to believe it. We inhibit this by evoking argumentation from the person. Utilize open ended questions to elicit self-motivating statements. Continue conversation by using reflective listening. Assessment can be utilized to direct conversation. Side with the negative, people will argue their case.
* **Listen with empathy**- The ability to understand and share the feelings another individual is experiencing.
  + Remember that empathetic responses single handedly reduce resistance. Listen to understand. Optimal response to individual’s statements. Empathy reduces resistance.
* **Questioning**- Fundamental technique used by therapists to help clients explore their thoughts, feelings, and behaviors.
  + The professional asks the individual about their own feelings, ideas, concerns, and plans. Gathered information is responded too with empathy, reflection, affirmations, and reframing.
* **Affirming the individual**- Recognizing and validating qualities, strengths, and efforts to support self-esteem.
  + The provider works to strengthen working relationships, enhance empowerment, reinforce self-motivational statements, and support self-esteem.
* **Presenting personal feedback**- An opportunity within the first session to review information gathered from the utilized assessment battery and provide a written copy to the participant.
  + The first session should include feedback from the utilized assessment. A written report will be provided (PFR) in which each item is compared to normative data and gone over with the individual.
* **Handling resistance**- An individuals conscious or unconscious defense mechanism that hinders the therapeutic process.
  + Resistance isoften a response to provider's approach/style. Important to remember to avoid confrontation.
* **Reframing**- A powerful tool that can assist an individual in developing new perceptions and insight about a situation.
  + Attempt to place the problem behavior in more positive light, motivating individual to work towards change.
* **Summarizing**- Providing a comprehensive overview of the main points of conversation. It works to identify the core points of the original content to convey the primary message in a clear and concise manner.
  + This skill can be used throughout sessions and at the end of sessions. It is especially useful when we summarize self-motivating statements.

**Phase 2: Strengthening Commitment for Change**

* **Recognizing change readiness-** The determination of knowing when to begin moving towards change. This is evident when the balance of contemplation has tipped in favor of change.
  + If action is not taken, it can tip back.
* **Discussing a plan**- The provider and individual work together to shift the focus from all the reasons for change to occur, to creating a plan to implement changes.
  + The goal is to initiate a plan for what to do about the individuals identified problem. It is not the goal of the provider to convince the individual that they should change or teach them skills for doing so.
* **Communicating free choice**- The ability for individuals to make decisions and take actions based on their own preferences, desires and/or beliefs without the influence of coercion.
  + The emphasis is on the individual's freedom of choice. Statements that promote this can be used throughout sessions.
* **Information and advice-** Information is when factual knowledge is provided to the individual. Advice involves providing suggestions, recommendations and/or guidance to the individual that they could consider implementing.
  + Provide accurate, specific information that is requested by the individual and follow up with them about their response.
* **Consequences of action and inaction**- Looking at the situation from both perspectives and determining what potential outcomes may occur.
  + Pose the question to the individual about what their life might look like if problem behavior continues. Decisional balance can be used. Reflection, summarizing, and reframing are appropriate here.
* **Emphasizing abstinence**- The promotion of abstaining from alcohol or other substances/ behaviors.
  + Rationale for abstinence from alcohol should be provided at some point during MET. Coercion should not be used. Determine individual’s risk through use of assessment. Depending on the individual’s risk, abstinence may be more favorable than moderation. It is a way to express concern and could sound like: “It is your choice, but I do want to tell you that I am worried about the choice being considered. Can I share with you why I am concerned?” Concerns may include medical conditions, psychological problems exacerbated by use, external demands, pregnancy, hazardous medications with use and a history with severe use. Also, remember the danger of immediate abstinence with alcohol. ​
* **Dealing with resistance-** Rather than confronting things head on, meet individuals with reflection and reframing.
  + Resistance is always the provider’s responsibility. If we are experiencing it, it becomes an opportunity for the provider to look at their actions, stage of change, and empathy.
* **Recapitulating**- Summarizing and re-stating the main points of conversation. Assists in reinforcing understanding.
  + This occurs late in the commitment process, summarizing events from both Phase 1 and Phase 2, with a focus on the individual's self-motivating statements.
* **Change plan worksheet**- This worksheet assists in delineating a precise action plan. Information for the form should be gathered through motivational conversation as discussed so far. ​Provider is encouraged to ask more in-depth follow up questions to gather a better understanding of the situation.
* **Asking for commitment**- The individual being able to dedicate themselves to a particular course of action. A consistency in behavior towards a certain goal or value. ​Implemented through the use of the change plan worksheet. ​
  + The individual is asked to commit verbally to change by taking planned steps. Do not force. If you do, they may feel coerced into change. ​Have the individual sign the change plan worksheet and provide original to individual and keep copy for file. ​If individual is not comfortable doing so, they can defer the decision until a later date. ​A specific time should be determined for re-evaluation. ​The hope is to give the individual more time and that motivation will grow. ​

**Phase 3: Follow Through Strategies**

* **Reviewing progress**- Identification of progress that has been made throughout treatment thus far.
  + Start follow-through session with a review of past progress and sessions, identify action plans and steps taken, use reflection, questioning, affirmations, and reframing, and confirm implementation of the previously identified change plan.
* **Renewing motivation**- Working to revitalize and renew the individual's drive for change and commitment to their identified goal. A conscious effort of the individual to direct their energy towards addressing setbacks and challenges. ​
  + The phase 1 process can be re-used to revitalize the drive for change. The extent of this renewal depends on the professional's assessment of the individual's commitment. The individual's language and memory of the change's importance can help the professional decide if motivation needs renewed.
* **Redoing commitment**- Revisiting the individual's dedication towards working on their identified goal.
  + Phase 2 skills can also be incorporated during follow-through. The individual can re-affirm their commitment to change. If the individual has expressed doubts or setbacks, re-evaluation is necessary. A new change plan and commitment can be developed while the professional continues to work towards assisting the individual in developing a sense of autonomy and self-efficacy.

**Appendix**

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