Introduction

The maturation of MI continues (Miller & Rollnick, 1991, 2002, 2009, 2013; Miller & Rose, 2009). The first edition of this book opened with a listing that demonstrated all the different ways MI was coming of age. To do this type of listing would be even more involved and perhaps even less meaningful today for most readers. Instead, let's measure the growth by something more tangible: the number of MI books written by a talented group of writers, researchers, and clinicians targeting a broad range of subjects. Here are the subject matters and authors of books The Guilford Press has produced since the first edition of this book was published in 2009:

- *Motivational Interviewing in Schools* (Rollnick, Kaplan, & Rutschman, 2016)
- *Motivational Interviewing in Nutrition and Fitness* (Clifford & Curtis, 2015)
- *Motivational Interviewing in the Treatment of Anxiety* (Westra, 2012)
- *Motivational Interviewing in Diabetes Care* (Steinberg & Miller, 2015)
- *Motivational Interviewing in Social Work Practice* (Hohman, 2011)
- *Motivational Interviewing with Adolescents and Young Adults* (Naar-King & Suarez, 2011)
- *Motivational Interviewing and CBT: Combining Strategies for Maximum Effectiveness* (Naar-King & Safren, 2017)
- *Motivational Interviewing in Groups* (Wagner & Ingersoll, 2012)
- *Motivational Interviewing with Offenders: Engagement, Rehabilitation, and Reentry* (Stinson & Clark, 2017)

There are also two new editions, including:

- *Motivational Interviewing: Helping People Change* (3rd edition; Miller & Rollnick, 2013)
- *Motivational Interviewing in the Treatment of Psychological Problems* (2nd edition; Arkowitz, Miller, & Rollnick, 2015)

In addition, Zuckoff and Gorscak (2015) wrote a beautiful self-help book for use by clients as well as the general public. Finally, there are texts from other publishers, including an excellent book by Schumacher and Madson (2015) providing tips and strategies for addressing common clinical challenges when learning and using MI. The scope of this growth is astounding and reflects the breadth and depth with which MI has expanded in the last 7 years. It also begs the question, how does this new edition fit into this panoply of offerings?

Intended Audience and Purpose

This manual is meant for practitioners across a variety of intervention and professional spectrums. Although I use the terms "practitioner" and "client" for convenience, this manual would be equally applicable for coaches, fitness professionals, managers, corrections workers, paraprofessionals, peer counselors, physicians, dental hygienists, diabetes educators, substance treatment professionals, social workers, counselors, as well as a host of others working in helping situations. The common denominators are *people struggling with the possibility of change* and *"helpers" engaged with these people in that struggle*.

The book stands alone, but it can also serve as an adjunct to the books cited previously. In these texts, the authors review the context, practice, and applications of MI to a variety of populations and settings. They also discuss learning techniques and other conceptual issues. But they don't provide the range and depth of practice opportunities in the manner present here; this is a workbook designed to broaden and deepen MI skills.

The reader is not required to have read the third edition of *Motivational Interviewing* (MI-3) to use this book. Each chapter provides an overview of concepts to which a participant would be exposed in either the introductory or advanced training that I offer. For people already familiar with MI, this information will serve as a review, though there may be nuances not heard before; for those new to MI, it will introduce the concepts. However, in either case, reading MI-3 will deepen your understanding of MI, as well as the value of this book.

This book aligns with current concepts of MI, while also reflecting the order of training I use in standard workshops, building logically on prior concepts and providing an organizational structure for understanding MI for those readers new to the topic. It uses the *four processes* of *engaging, focusing, evoking,* and *planning* to organize the chapters and think about how the core skills, especially of asking questions and offering reflections, might be deployed differently at each stage. Chapters remain freestanding generally, though some exercises in later chapters build on earlier work. For those either already familiar with MI concepts or who tend to work in a nonlinear fashion, the workbook is still an à la carte menu.

As with the last edition, this book is a verbal–linguistic effort, but is written in a manner that addresses multiple ways to learn (Silver, Strong, & Perini, 2000). There is a range of learning activities, some of which may work better for different types of learners. Although I encourage you to try all of them, don't feel compelled to do so.

Specific Goals

This book has three main goals. The first is to give readers an opportunity to "see" MI concepts applied in the many clinical and training examples sprinkled through the text. These examples are based on my almost 30 years of work as a psychologist and 20+ years as an MI trainer. Although the visual imagery and the richness of the verbal exchange are not present in a written text, the reader does have the advantage of examining the interchanges at a leisurely rate and "hearing" the thoughts of the practitioner. Often, gleaning the subtleties of interchanges requires more than one hearing, and this format allows the luxury of that repetition.

Second, this workbook provides practice opportunities. The exercises allow us to try out and refine skills. Some of these activities are things that we can do alone, but others require interaction, including specific opportunities to work with a partner. The exercises could also be used as part of an MI study group or learning community. Worksheets for all exercises are included at the end of each chapter. I encourage you to keep completed sheets, as some may be used again for later activities. You may copy these worksheets for your personal skill development.

Third, this workbook includes some activities for use with clients. Although they may be presented in one chapter, exercises can serve multiple purposes and can be used at different points in the change process. Still, these exercises are not MI. Although the design is congruent with MI principles, how the practitioner uses these materials determines whether they are MI consistent. Thus, before using these in a helping situation with another, the reader should have some experience with the forms and alter them to the needs of the situation.

Chapter Organization

Chapter 3 introduces the four processes and shares a structure similar to this chapter. The remaining chapters (2, 4–14) share the format described below.

Opening

An example illustrates the challenges that are explored in the chapter. Through a combination of description and dialogue, the reader experiences a clinical or life situation that grounds the learning in real interchanges, and then is asked, "Where would you go next?"

A Deeper Look

This section introduces the concepts that underlie a given chapter. For example, Chapter 4 contains a discussion of what reflective listening is, how it works, and the subtleties in its application. For a reader new to the area, this information lays a foundation for the experiential work that follows; for the more experienced MI practitioner, it is a review that illus-

trates nuances I have learned through researching and through training others in MI. For those wishing to master MI, it is the deliberate practice of these nuances that Duckworth (2016) asserts is the hallmark of people who achieve excellence.

Concept Quiz—Test Yourself!

This brief test is meant to be a fun check on your grasp of the material just reviewed. For the experienced practitioner, the quiz may serve as a measure for whether a review of *A Deeper Look* is in order. Answers and explanations follow the quiz.

In Practice

By integrating conceptual material into clinical exchanges, the reader can observe MI in practice, with an emphasis on how the skills can be applied.

Try This!

This section contains practice opportunities. The form and number vary by chapter and do not require an ongoing practice partner. However, some exercises will involve skill practice with others (e.g., friends and family, coworkers, the barista at the local coffee shop). Don't worry—you still won't be asked to do therapy with your brother-in-law.

Although some of the exercises may seem simple, they are not necessarily easy. Often, with greater skill comes greater complexity. Reflective listening is an excellent example of how practice can improve depth, direction, and diversity in use. Similarly, working through an exercise one time does not make us proficient. We might want (or need) to practice a skill several times before we feel comfortable with it, and many more times before we master it. Consider making copies of the forms before you try them out; this way you will be able to retry exercises with a fresh slate. In my training experience, excellent MI practitioners rarely find a practice opportunity that is too basic for them. As noted earlier, psychologist Angela Duckworth, in her excellent book *Grit* (2016), notes that it is effortful practice, done with concentration, great effort, and repetition on small aspects of a skill, that is absolutely essential to building mastery. This practice leads to the automaticity of behavior essential to excellence and a reversal of the mindset "This is too basic for me." Instead, it is in the deliberate practice of the basic that true complexity emerges. But doing so requires us to push ourselves beyond simple rote production to being fully present and focused in the practice.

Partner Work

Although the exercises in this book can be done as a solo project, it may also be quite helpful to work through them with a friend or colleague or as part of a practice group or learning community. Learning with others allows for discussion, practice, and direct feedback that might not otherwise be available. Each chapter provides exercises specifically designed for

partner practice. These activities often mirror what can be done with clients and thus provide a dress rehearsal—with feedback—before the curtain goes up!

Other Thoughts . . .

This section contains all the odds and ends that trainers and practitioners collect over years of practice but don't always fit neatly into the other packages. For example:

> "When doing a double-sided reflection, consider ending with the side that emphasizes change. This strategy allows you to segue naturally into the area you are working toward."

These are the things that I jot down as margin notes when I am learning from others—things that I want to remember but that don't necessarily fit into neat categories. This section also includes a discussion of issues that are still being debated by MI trainers and experts, allowing the reader to observe some of the nuance that occurs in such interchanges.

Sections

As noted earlier, I divided the book into parts based on the four processes introduced in MI-3. Each part contains a brief description of the process followed by an opportunity to put the process into action. Embedded in the chapters that follow are additional opportunities to practice with the processes.

Backmatter

The backmatter contains information the reader might find useful in moving through this book and for pursuing more learning about MI, though it has changed from the first edition. There is no longer a section on MI resources. It has become apparent this static form of list is not useful given the explosion of resources available on the Internet. I encourage the reader to access the website of the Motivational Interviewing Network of Trainers (MINT; *www.motivationalinterviewing.org*), which maintains an updated list of available resources, most of them free. It also contains a listing of training and coaching opportunities with which to develop MI skills.

Establishing an MI Learning Community

In addition to using a partner, you might consider setting up an MI learning group. The appendix contains specific suggestions for how you might do this. You do not need to be an expert in MI to lead such a group, only someone who is willing to make the group happen. This appendix contains recommendations for a potential leader of an MI group, including practical suggestions about arranging an organizational meeting and structuring the group. I encourage you to look it over.

References and Index

These areas include references cited in the text as well as an index for quick referencing of terms.

A Word about Wording

In a book like this, there is always a concern about how to refer to the person doing the changing and the person assisting with the change. Given that this book is designed to address a range of helping situations, there is no perfect phrasing for all circumstances. So, I have chosen to use the terms "client" and "practitioner" throughout and hope that readers can translate this language into their particular contexts. Also, I have chosen to use plural forms of pronouns to avoid alternating gender throughout the text. In situations where this was unavoidable, I used both male and female references.

Finally, my colleagues at Prevention Research Institute (PRI) taught me the importance of the inclusive language of first person ("I" and "we") in writing. This kind of language conveys, in an intentional manner, that we are alike. It recognizes the similar journey we are all on in learning MI. We are on the same path. Upon reflection, it is also much more consistent with a MI mindset, where we are partners in this exploration. There are times where the second person ("you") is the more appropriate choice, but my aim has been to use it as little as possible.

So Who Am I, Anyway?

I am a clinical psychologist who, in retrospect, has been pursuing the issue of client motivation in the service of growth since prior to receiving my PhD in 1988. I learned that accurate conceptualizations of client issues, well-considered plans, and empirically supported treatments were all well and good, but none of these factors meant that clients would do it—whatever *it* was. This impasse set me on a search for answers and eventually to the doorstep of MI in 1990.

At first, my research career focused primarily on the use of brief interventions in the process of outreach, engagement, and intervention. Over time, I participated in research investigating alcohol and drug use, HIV risk behavior, driving practices and DUI risk, and prevention of alcohol-affected births. My work has taken place in street outreach, detox units, assessment centers, treatment programs, client homes, and over the phone. Treatment populations have included prisoners, adolescents with anger problems, people with mental health issues, substance misuse issues, health care concerns, and employment issues, to name a few. Over time my research interest has shifted to models of effective MI training and methods for evaluating skill acquisition, and eventually to implementation science. At its most succinct, *implementation science* is the study of how we bring empirically based practices to practitioners and help the entire field of practitioners learn to use these successfully. My role in these projects, in addition to working as an investigator, has often been to serve as an MI trainer, supervisor, and consultant.

In 1993, I attended the inaugural training of new trainers (TNT) event that Miller and Rollnick held in Albuquerque, New Mexico. In that meeting I volunteered to start a newsletter. From that humble beginning and the efforts of many have emerged an international collection of MI trainers known as MINT. This organization has well over a thousand members spread across six continents and hosts an international meeting each year. I am proud to be a member of an organization that holds as one of its core principles to give back more than is received.

In the past 20+ years I have trained or presented MI material to a wide range of groups and professions. A consistent question following this work has been, "How do I learn more?" The resources available to answer this question have grown exponentially since the first edition of this book, but it still includes one consistent response—try this workbook.