

Motivational Interviewing Supervision and Training Scale Revised

1. Questions

1 Relies on closed questions for information gathering	2	3	4 Balanced use of questions, but timing and wording do not fully facilitate client exploration	5	6	7 Good facilitation of client exploration through the use of primarily open questions
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2. Simple Reflection

1 Primarily repeats client's statements to keep client talking	2	3	4 Mainly uses paraphrase to clarify information	5	6	7 Used to reinforce and emphasize important statements
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3. Complex Reflection

1 Adds no meaning to what client said	2	3	4 Adds some, but not substantial meaning	5	6	7 Adds substantial meaning to what client has said
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4. Affirming

1 Focuses solely on client weaknesses and problems	2	3	4 Acknowledges strengths but still emphasizes problems and weaknesses	5	6	7 Appropriately elicits and reinforces strengths
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5. Summarization

1 Used simply to clarify information	2	3	4 Primarily used to track the session	5	6	7 Used to link and reinforce material that has been discussed during and between sessions
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6. Engaging client in the intervention process

1 Fails to establish rapport	2	3	4 Establishes some rapport, but environment not conducive to active client participation	5	6	7 Creates an environment in which the client can actively participate in therapy
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7. Elicits change talk

1 Does not entice the client to voice change talk	2	3	4 Acknowledges change talk but in a manner that does not facilitate exploration, awareness, or further change talk	5	6	7 Evokes client to voice change talk
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8. Addresses client ambivalence

1 Confronts ambivalence as denial	2	3	4 Acknowledges client ambivalence without working to resolve it	5	6	7 Works actively to help client resolve ambivalence
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9. Rolling with resistance

1 Argues with the client in favor of change	2	3	4 Notes client resistance without a change in own behavior/focus of session	5	6	7 Changes behavior/focus of session in order to reduce client resistance
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10. Collaborating

1 Assumes an expert/authoritarian role	2	3	4 Vacillates between expert and collaborative approach	5	6	7 Adopts an collaborative approach
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11. Supports Client Self Efficacy

1 Fails to communicate belief in client's abilities to change	2	3	4 Misses opportunities to recognize and reinforce client strengths/abilities	5	6	7 Communicates belief in the client's ability to change
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12. Communicating Hope

1 Fails attempts at communicating a sense of hope	2	3	4 Partially communicates a sense of hope	5	6	7 Effectively communicates a sense of optimism/hope about client change
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13. Acceptance

1 Appears judgmental and/or non-accepting	2	3	4 Acceptance is inconsistent	5	6	7 Appears non-judgmental and accepting of client
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14. Respect

1 Fails to communicate respect for client experience	2	3	4 Respect appears conditional	5	6	7 Communicates respect for client experience
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15. Use of active listening skills

1 Relies on one type of skill	2	3	4 Relies on 3 or 4 skills	5	6	7 Effectively integrates all skills to facilitate MI
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16. Appropriate sequence of MI skills (OARS)

1 Inappropriate sequencing and/or timing	2	3	4 Misses opportunities to reflect, affirm and summarize	5	6	7 Skills effectively used to develop motivational themes
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17. Overall Spirit of MI

1 Displays behavior inconsistent with the MI spirit	2	3	4 Missed some opportunities to exhibit spirit of MI	5	6	7 Displays behaviors consistent with MI spirit
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18. Overall response of client

1 Disengaged from process of change	2	3	4 Moderately engaged in change process	5	6	7 Fully engaged in change process
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19. General effectiveness of therapist

1 Not effective in facilitating MI	2	3	4 Moderately effective in facilitating MI	5	6	7 Extremely effective in facilitating MI
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20. Overall Missed MI Opportunities

1 Frequently misses opportunities	2	3	4 Misses some opportunities	5	6	7 Takes full advantage of opportunities
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