

MI-CBT

**Increasing Members' Planned Action
for Community Thriving**

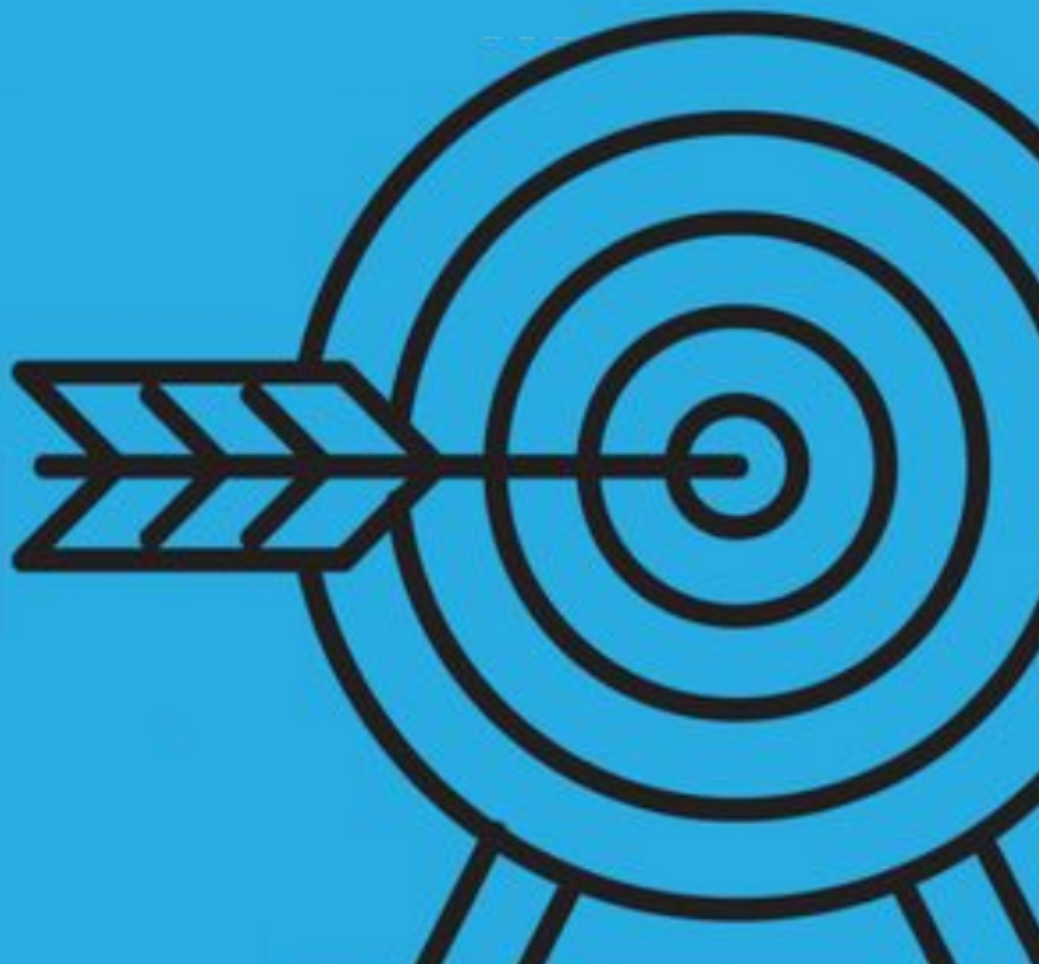
IMPACT

**Motivational
Interviewing**



**Cognitive
Behavioral
Therapy**

**L. Felice Reddy, PhD
Shirley M. Glynn, PhD**



Acknowledgements

Suggested Citation

Reddy LF, Glynn SM. IMPACT: Increasing Members' Planned Action for Community Thriving. Veterans Affairs Rehabilitation Research and Development Center on Enhancing Community Integration for Homeless Veterans, 2024. Available online at: www.MICBTGuide.com

Authors

L. Felice Reddy, PhD, UNC School of Medicine, Department of Psychiatry; Shirley M. Glynn, PhD, ABSMIP, VA Greater Los Angeles Healthcare System at West Los Angeles and UCLA Semel Institute for Neuroscience and Human Behavior. Version 1.0 published October 2024.

The VA RR&D Center on Enhancing Community Integration for Homeless Veterans, in collaboration with other VAGLA interdisciplinary team members, established this manual and online resource to assist mental health providers supporting individuals with high-risk conditions to identify and achieve meaningful personal goals that can improve quality of life, motivation, and daily functioning. The views expressed in this document do not necessarily reflect those of the Department of Veterans Affairs.



Funding Source

This manual is the product of a VA Career Development Award (IK2 RX001851) that implemented and evaluated MI-CBT for Veterans with Schizophrenia and a Center award (# I50 RX003437 / D3437-C) that evaluated MI-CBT for homeless-experienced Veterans engaged in the HUD VASH, affiliated with the VA Greater Los Angeles (VAGLA).

Contributors

We thank the following contributors: Michael Green, PhD; Megan Olsen, MSW; Sona Hovsepian, LCSW; Brian Ilagan, MSW; Julio Iglesias, BA; and Sonya Gabriellan, MD, MPH.

Graphic Design and Editorial Services

Graphic design and editorial services were provided by VA communications contractor Maureen T. Jerrett.

For More Information

Questions or feedback related to this document or the website, or assistance with clinical training and implementation, can be directed to: info@micbtguide.com



Table of Contents

Overview	3
Session 1—Engaging Participants into Therapy.....	9
Session 2—Collaborative Assessment	14
Session 3—Evaluating, Refining, and Focusing	24
Session 4—Planning the Steps.....	29
Session 5—Consolidating Commitment to the Plan	36
Session 6—Garnering Support & Identifying Personal Strengths	40
Session 7—Thinking Skills	48
Session 8—CBT Triangle	54
Session 9—Avoiding Unhelpful Thought Patterns and Jumping to Conclusions	62
Session 10—Problem-Solving	69
Session 11—Extended Problem- Solving.....	78
Session 12—Maintenance	85
Session 13, 14 & 15—Booster	88
Appendix A: Glossary of Terms Used	96
Appendix B: Role-Play Guidance	97
Appendix C: Overview of MI.....	98
Appendix D: Fillable PDF Worksheets	108

Overview

What Is MI-CBT?

Motivational Interviewing and Cognitive Behavioral Therapy are two distinct therapy approaches, but they can be integrated to enhance the effectiveness of an intervention.

Motivational Interviewing (MI)

MI is an evidence-based treatment known to be effective in promoting new behaviors and maintaining behavioral changes in a wide range of clinical populations. MI blends principles drawn from motivational psychology, Rogerian therapy, and the [Stages of Change](#) model of recovery.

Specifically, MI is a client-centered, collaborative approach designed to help individuals resolve **ambivalence** about making behavioral changes by strengthening their own motivation for, and commitment to, change. Behavioral change is proposed to occur through a series of steps, and MI specifies therapeutic strategies to work with participants at their current level of readiness for change and help them progress toward higher levels of motivation, self-efficacy, and commitment to desired changes. (Please see [Appendix C](#) for an overview of MI.)

Cognitive Behavioral Therapy (CBT)

CBT is a structured, action-oriented approach to changing maladaptive thoughts and problematic behaviors that interfere with functioning. CBT specifies therapeutic strategies to identify unhelpful cognitions, challenge and modify those cognitions, and engage in behavioral activation exercises to enhance functioning.

In the CBT model, motivational deficits (as seen in schizophrenia and depression) are thought to be influenced by **defeatist beliefs** (e.g., “why bother trying if I won’t be perfect”). The IMPACT Program (**I**ncreasing **M**embers’ **P**lanned **A**ction for **C**ommunity **T**hriving) emphasizes reducing defeatist beliefs to increase intrinsic motivation to sustain behavioral change and includes helpful strategies for addressing them.

[Research](#) findings from the authors of this facilitation manual, Drs. Reddy and Glynn, have shown that participants' cognitions (i.e., defeatist beliefs) improved with the strength-based recovery-oriented program described in this manual.

Why are MI and CBT Used Together?

The developers of MI, [Miller & Rollnick](#), note that it was designed to build motivation for initial changes, and that once that initial motivation is established, it may be time to move to more action-oriented treatments such as CBT.

Increasing recognition of the centrality of motivation for effective CBT has led to a new wave of [integrated MI-CBT treatments](#), which have shown benefits for various problems related to substance use, depression, anxiety, and physical health-related behaviors.

Moreover, the success of MI itself is known to be [dose-dependent](#), with efficacy more than doubling when implemented in five or more sessions. This facilitation manual includes 12 weekly sessions in addition to three monthly Booster sessions designed to maintain progress and generalize gains to other domains.

MI-CBT Principles and Techniques

Motivational Interviewing-Cognitive Behavioral Therapy (MI-CBT) engages clients using a **meaningful**, strength-oriented approach to help them set goals and improve their lives. The principles and techniques we rely on are listed below.

Principles

- Use strategies that are mindful of culture, personal choice, individual preferences, and strengths.
- Challenge defeatist beliefs.
- Support motivation (and **Change Talk**) whenever possible.
- Concentrate on small, achievable goals.
- Use the group to support success if conducting the IMPACT Program in a group.

- Obstacles to progress on goals should be addressed and problem-solved.
- Interventions are strength-oriented and experience-based.

Techniques

- Use repetition, verbal and visual materials, and breaks within sessions. Feedback needs to be simple and compelling.
- Affirm participants' experiences, perspectives, and preferences.
- Explore **ambivalence** about taking necessary steps to reach the goal/make the change. Draw comparisons between participants' current life and ideal life/desired outcome.
- Use analogies, metaphors, and examples of people in recovery from difficult circumstances or mental health challenges.
- Use the [5-Step Problem-Solving Method](#) to address difficulties when possible.

Who is this Manual For?

MI-CBT is typically provided by a facilitator who has graduate training in a mental health field such as counselling, psychology, social work, rehabilitation, or occupational therapy, among others. This training should have provided the requisite skills in Motivational Interviewing and Cognitive Behavioral Therapy to provide the IMPACT Program with proficiency and fidelity to the manual.

Trainers, students, and people with lived experience may act as co-facilitators and may also find this manual helpful.

The term “participant” is used to describe a patient or client who is entering the Program to make progress on individual goals. Often, these are older

adolescents and adults of any ages who are living with significant psychiatric illness or challenging life circumstances, such as being unhoused, unemployed, or in recovery from substance use. Participants should be able to make a weekly commitment to MI-CBT and be willing to “give the Program a fair shot.”

About the IMPACT Program

IMPACT is a transdiagnostic psychosocial program. It is targeted at helping individuals with serious intrapersonal or interpersonal challenges progress on personally relevant goals. It has been used with individuals living with a serious mental illness or in challenging socioeconomic conditions (for example, lack of housing) identify and make the significant changes they wish in their lives.

IMPACT consists of 12 manualized sessions (delivered weekly), with the provision of three monthly Booster sessions. The Program can be offered in groups or individually, and in-person or virtually, in 50–60-minute sessions. The core manual is written assuming a group format, but facilitators are encouraged to adapt the materials for individual sessions—IMPACT has been offered in both formats.

The Program begins with three sessions devoted to developing a therapeutic alliance, identifying a personal goal, and conducting motivational interviewing to support commitment to that goal. Session 4 is a transitional session, moving from preparing to work on the goal to working on the goal, with Sessions 5-12 devoted to making progress toward the goal, using a variety of strategies, including identifying and capitalizing on personal strengths, using cognitive-behavioral strategies, and mastering problem-solving skills.

Description of Sessions

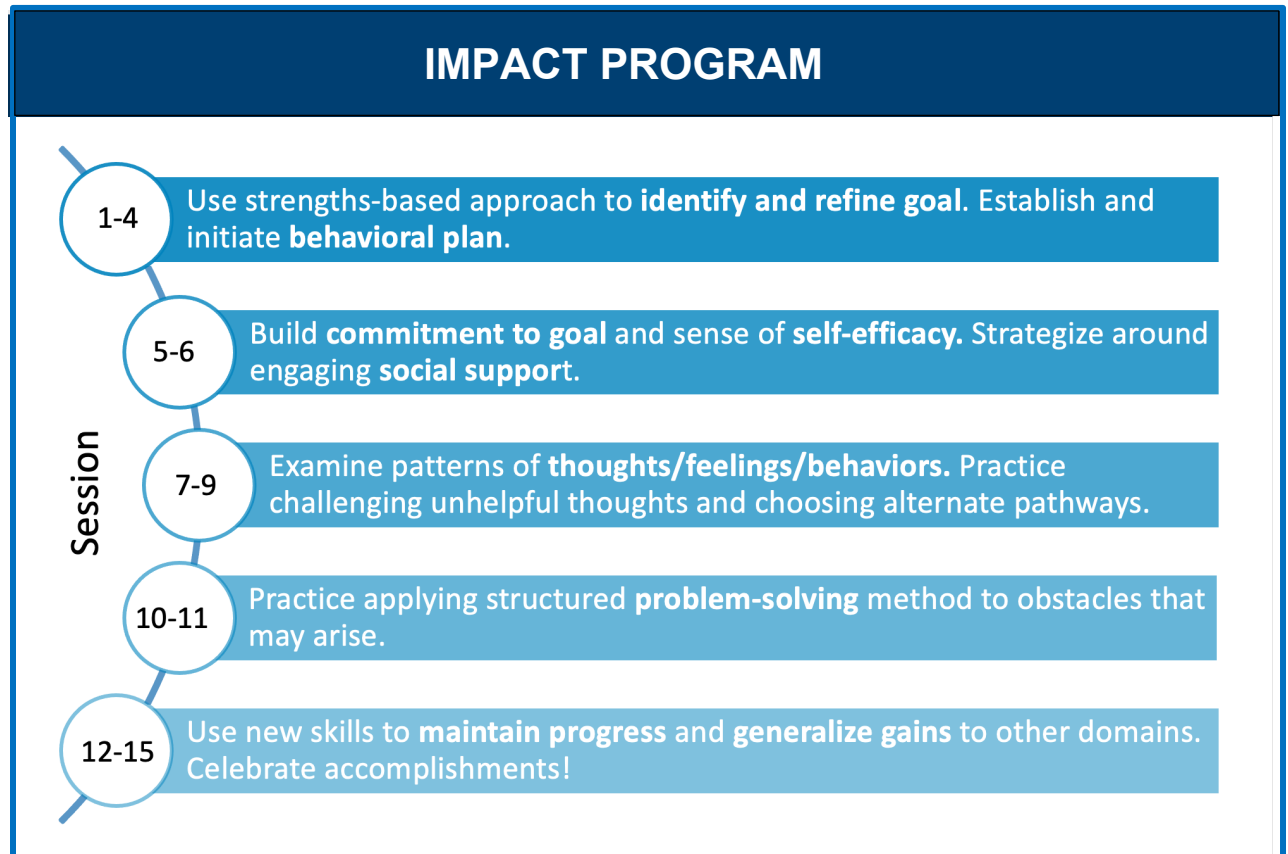


Image source: Megan K. Olsen, MSW

Sessions typically begin with a standardized check-in and end with an at-home assignment to promote generalization of skills and progress on goals during the week. The facilitator should make the agenda available at the beginning of each session, e.g., write it on a board or share it on screen. In addition to weekly assignments, the Worksheets (printable and fillable PDFs) are accessible to participants on the micbtguide.com website. Starting in Session 4, participants will also be expected to complete a **Weekly Goal Guide**.

The sessions emphasize positive reinforcement for progress toward goals and normalizing and troubleshooting common barriers, including **defeatist beliefs** and real-world resource limitations. Booster Sessions are recommended to help sustain initial gains, and we have seen in a research trial that successes are bolstered by monthly check-ins with the Program facilitator.

Discussing progress and barriers in explicit terms and with measurement tools is recommended, such as the University of Rhode Island Change Assessment (URICA) Scale^{1,2} or Goal Attainment Scaling,³ in that participants are often reinforced in their efforts by viewing quantitative improvements, even when progress feels slow or is nonlinear.

Required Supplies

Facilitators will require a whiteboard (or shared screen whiteboard), printed or shared screen Worksheets, and folders for each participant.

Note: This manual may be distributed in unadapted form only. Attribution must be given to the authors.

References

- ¹. DiClemente, C. C., Schlundt, D., & Gemmell, L. (2004). Readiness and stages of change in addiction treatment. *The American Journal on Addictions*, 13(2), 103–119. DOI: [10.1080/10550490490435777](https://doi.org/10.1080/10550490490435777)
- ². DiClemente, C.C. (2005). Conceptual models and applied research: The ongoing contribution of the Transtheoretical Model. *Journal of Addictions Nursing*, 16(1&2), 5-12. DOI: [10.1080/10884600590917147](https://doi.org/10.1080/10884600590917147)
- ³. Clarkson, K., & Barnett, N. (2021). Goal attainment scaling to facilitate person-centred, medicines-related consultations. *European Journal of Hospital Pharmacy: Science and Practice*, 28(2), 106–108. DOI: [10.1136/ejhpharm-2019-002040](https://doi.org/10.1136/ejhpharm-2019-002040)

Session 1—Engaging Participants into Therapy



Most Important Tasks for this Session:

- In advance of this session, and later sessions, prepare supporting materials, such as Program Worksheets, and write the agenda on a white board or shared computer document.
- Orient participants to the format of therapy and introduce the concept of personal goals.

Agenda

1. Welcome and introductions
2. Establish a Community Agreement
3. Introduce the concept of setting goals
4. Complete In-Session 1 Worksheet—**Areas to Improve**
5. Assign At-Home Practice: bringing back the folder and Worksheet

1. Welcome and Introductions

Get to know participants. Build initial rapport. Ask them:

- About their history—including previous experience in therapy—what was helpful and what they found challenging
- How they found out about the Program
- What they are hoping to get out of the Program
- If they have any questions

2. Establish a Community Agreement

Community Agreements play an important role in maintaining a safe and effective environment in sessions. They are established by the participants and the facilitator to create a structure that promotes a positive and supportive atmosphere.

Facilitator-led activity: Ask participants to brainstorm agreements. Write participants' suggestions on the board or type them into a shared screen. Examples may include arriving on time, turning cell phones off, and using respectful communication such as speaking one at a time so that every voice is heard.

3. Introduce the Concept of Setting Goals

Suggested dialogue for facilitators: *“We all have areas in our life that could be improved, changes we could make that would make us a bit happier or make daily life easier. For instance, getting or keeping a job, making a friend, going to 12-step meetings regularly, or opening a bank account.”*

Facilitator-led activity: Ask participants to brainstorm areas they would like to improve, or how life would be different if they had their ideal life. *“Where would you want to be three months from now?”*

4. Complete the In-Session 1 Worksheet—Areas to Improve

Facilitator-led activity: Give participants the In-Session 1 Worksheet—**Areas to Improve**. Ask participants to:

1. Read the list.
2. Number the three that are most important in order of importance, 1, 2, 3.

If in a group, share the goals and write them on the board or shared screen.

In-Session 1 Worksheet—Areas to Improve

Name: _____

Date: _____

Imagine what your ideal life would look like. What areas would you like to improve? Read the list below and number the three that are the most important to you in order of importance, 1, 2, 3.

Work	Apply for employment or do better at my job	
	Find a volunteer job	
Education	Have more structure in my days/attend groups or classes	
	Take lessons in something that interests me	
	Get a Diploma/Go back to school	
Health	Join a 12-step group	
	Go to a park to walk, relax, exercise/become more fit	
Hobby	Take lessons in something that interests me (computer, cooking, drawing)	
	Start a hobby in the community	
Independence	Get a car/bike/more independent transportation	
	Learn to budget money/open a bank account	
Connections	Meet a significant other/go on a date	
	Make a friend/talk and socialize more	
	Visit a family member/reconnect with family/friend	
	Help take care of a family member	
Other		

5. At-Home Practice



Note: If virtual, the participant should already have been given the folder and some of the Worksheets. If in-person, please give participants a folder in preparation of the Program starting along with the In-Session 1 Worksheet—**Areas to Improve**.

STAYING ORGANIZED

Folders help participants keep their worksheets together and makes them easier to locate at home and during sessions.

Suggested dialogue for facilitators:

- *“The assignments and Worksheets we do together in this program are important. We continue to look back at these Worksheets throughout our sessions.”*

Talk about where the participant will store their folder and, if printed Worksheets will be used, how they will remember to bring their folder to each in-person or virtual session.

- *“Coming to each session is important.”*

Ask participants to generate reasons why this is true. Ask how they will remember sessions and what they will do if a barrier arises (examples: no Internet, no charged iPad, or no gas in their car).

- Ask participants, *“What is the point of At-Home Practice?”*

“What about going to a session one hour per week and not doing homework? (There are 168 hours in one week. If you are only in-session for one hour, that’s 167 hours not thinking about your goal or making progress.) This is why we will be collaborating on weekly at-home assignments.”



Action item: *“Your homework is to bring back the folder and bring back the completed **Areas to Improve** Worksheet that we worked on in today’s session.”*

Suggested closing dialogue for facilitators: *“The good news is that in sessions like this where we work together on goals, the research suggests it is very possible for you to achieve what you set out to do and improve your daily life.*

We are going to meet once a week for the next three months and we are going to be entirely focused on making positive changes in your life. We will identify ways to make these changes that are realistic and will have lasting change.

You won’t be asked to do anything you don’t want to do—these are your goals, not your doctor’s or your family’s. Whatever you think would improve your life is what we will work on together.”

Session 2—Collaborative Assessment



Most Important Task for this Session:

- Identify participants' strengths and reasons why they might want to achieve their goal.

Agenda

1. Check-in
2. Review In-Session 1 Worksheet—**Areas to Improve**, and share goals
3. Discuss past successes and identify strengths—distribute the In-Session 2 Worksheet—**24 Personal Strengths**
4. Complete the In-Session 2 Worksheet—**Reasons for Wanting to Achieve My Goal**
5. Assign the Session 2 At-Home Worksheet—**Think About It. Assessing My Goal**

1. Check-In

Facilitator-led activity: Option to begin by asking participants to say their name followed by a quick check-in/icebreaker. Answer any questions that arose after the first session. Reinforce for bringing their folder back and arriving on time. If a participant didn't bring their folder or lost it, spend time troubleshooting and provide a new folder.

2. Review the In-Session 1 Worksheet—Areas to Improve

Facilitator-led Activity: Ask participants to:

1. Get out their In-Session 1 Worksheet—**Areas to Improve** and share the **three top goals** they identified.
2. Choose the **ONE** goal they feel is most important to them.
3. Share this goal and **elaborate** on why it is an important goal.

Listen for **ambivalence** and respond with MI. Let this time be relaxed and supportive but carefully ask questions to increase **Change Talk**. Listen for how motivated participants sound. Is the goal personally meaningful?

3. Discuss Past Successes and Identify Strengths that Helped with the Goal

Facilitator-led activity: Ask participants to share:

1. An achievement or accomplishment from the past (anything from applying for a job, going to school, or attending AA—everyone has achieved a goal in the past that improved their life in some small way). If they are having trouble generating an example, coming to the IMPACT group can be used as the “achievement.”
2. How it felt to achieve the goal, and, if possible, reflect on how they felt before they did it and how they felt after (i.e., thinking it will be much harder than it was).

Listen as they talk, and write down the behaviors, mindsets, and skills they used on the board or shared screen. Participants can refer to the list of strengths on the In-Session 2 Worksheet—**24 Personal Strengths** to help generate ideas. Write down these strengths because you will use them in Session 6. (Facilitators should give participants a little time to read the Worksheet.)

Talk about how those same strengths (that they possessed) are the ones that will help them reach their current goal. Discuss ways to build on an experience of success for future success (even if it was a long time ago).

After discussing, return to the current top three goals. Talk about how the characteristics and skills they already possess are relevant to the number one goal on the list. Try to be strength-focused.

Reflections on Achieving a Goal

(List generated from past participants)



4. Complete the In-Session 2 Worksheet—Reasons for Wanting to Achieve My Goal

Facilitator-led activity: Distribute (or ask participants to get out) the In-Session 2 Worksheet—Reasons for Wanting to Achieve My Goal. Ask participants to:

1. Checkmark all potential benefits they think would be associated with achieving their goal.
2. Count the number of checkmarks and write the number next to their goal on the board.

Listen and make a note of helpful/unhelpful thoughts that may surface (common [defeatist beliefs](#) related to quitting/failing in the past and feeling those same events/obstacles will re-arise).

In our experience, it works best if participants focus on **one goal** at a time.

Participants can proceed to their second goal if they complete their first goal before the 12 weeks.



5. At-Home Practice



Review the Session 2 At-Home Worksheet—**Think About It —Assessing My Goal**. (Read aloud and answer any questions).

1. Help participants fill in the first question about categorizing their goal.
2. Request they complete the rest of the Worksheet at home and bring it back with their folder for the next session.

In-Session 2 Worksheet—24 Personal Strengths

Name: _____

Date: _____

Love of learning



You love learning new things, whether in a class or on your own. You have always loved school, reading, and museums—anywhere and everywhere there is an opportunity to learn.

Bravery and valor



You are a courageous person who does not shrink from threat, challenge, difficulty, or pain. You speak up for what is right even if there is opposition. You act on your convictions.

Honesty, authenticity, and genuineness



You are an honest person, not only by speaking the truth but by living your life in a genuine and authentic way. You are down to earth and without pretense; you are a "real" person.

Capacity to love and be loved



You value close relations with others, in particular those in which sharing and caring are reciprocated. The people to whom you feel most close are the same people who feel most close to you.

Modesty and humility



You do not seek the spotlight, preferring to let your accomplishments speak for themselves. You do not regard yourself as special, and others recognize and value your modesty.

Caution, prudence, and discretion



You are a careful person, and your choices are consistently prudent ones. You do not say or do things that you might later regret.

Gratitude



You are aware of the good things that happen to you, and you never take them for granted. Your friends and family members know that you are a grateful person because you always take the time to express your thanks.

Humor and playfulness



You like to laugh and tease. Bringing smiles to other people is important to you. You try to see the light side of all situations.

Judgement, critical thinking, and open-mindedness



Thinking things through and examining them from all sides are important aspects of who you are. You do not jump to conclusions, and you rely only on solid evidence to make your decisions. You can change your mind.

Perspective (wisdom)



Although you may not think of yourself as wise, your friends hold this view of you. They value your perspective on matters and turn to you for advice. You have a way of looking at the world that makes sense to others and to yourself.

Industry, diligence, and perseverance



You work hard to finish what you start. No matter the project, you "get it out the door" in timely fashion. You do not get distracted when you work, and you take satisfaction in completing tasks.

Kindness and generosity



You are kind and generous to others, and you are never too busy to do a favor. You enjoy doing good deeds for others, even if you do not know them well.

Leadership



You excel at the tasks of leadership: encouraging a group to get things done and preserving harmony within the group by making everyone feel included. You do a good job organizing activities and seeing that they happen.

Forgiveness and mercy



You forgive those who have done you wrong. You always give people a second chance. Your guiding principle is mercy and not revenge.

Curiosity and interest in the world



You are curious about everything. You are always asking questions, and you find all subjects and topics fascinating. You like exploration and discovery.

Citizenship, teamwork, and loyalty



You excel as a member of a group. You are a loyal and dedicated teammate, you always do your share, and you work hard for the success of your group.

Fairness, equity, and justice



Treating all people fairly is one of your abiding principles. You do not let your personal feelings bias your decisions about other people. You give everyone a chance.

Self-control and self-regulation



You self-consciously regulate what you feel and what you do. You are a disciplined person. You are in control of your appetites and your emotions, not vice versa.

Spirituality, sense of purpose, and faith



You have strong and coherent beliefs about the higher purpose and meaning of the universe. You know where you fit in the larger scheme. Your beliefs shape your actions and are a source of comfort to you.

Zest, enthusiasm, and energy



Regardless of what you do, you approach it with excitement and energy. You never do anything halfway or halfheartedly. For you, life is an adventure.

Social intelligence



You are aware of the motives and feelings of other people. You know what to do to fit in to different social situations and you know what to do to put others at ease.

Appreciation of beauty and excellence



You notice and appreciate beauty, excellence, and/or skilled performance in all domains of life, from nature to art to mathematics to science to everyday experience.

Hope, optimism, and future-mindedness



You expect the best in the future, and you work to achieve it. You believe that the future is something that you can control.

Creativity, ingenuity, and originality



Thinking of new ways to do things is a crucial part of who you are. You are never content with doing something the conventional way if a better way is possible.

This worksheet has been adapted from the source: © 2005 Christopher Peterson.

In-Session 2 Worksheet—

Reasons for Wanting to Achieve My Goal

Name: _____

Date: _____

My goal: _____

Checkmark all that apply to your goal.

	I would have more money for things
	I would feel better about myself
	I would be healthier
	I might be a better parent/friend/neighbor
	I would get more done
	I could buy the things I want
	I would look better
	I might live longer
	I would feel less stressed
	I would have more independence
	I would be less lonely
	I would have more self-esteem
	I could get around town independently
	My body would be healthier
	I would get along better with my family
	My physical appearance would be improved
	My family and friends would have a more positive view of me
	I would be less likely to get in trouble with the law
	I could save up money to buy something I really want
	I would benefit from having more structure in my days
	I would feel a sense of purpose
	I wouldn't feel bad or sick from hangovers
	I would start to have meaningful relationships
	I would feel that I would be able to help my community
	I could learn about topics that interest me
	I would live a life that is less risky
	I would feel like I am living my life according to my values
Other	

Session 2 At-Home Worksheet— Think About It. Assessing My Goal

Name: _____

Date: _____

The area of my life I would like to improve: (Check one)

Work Education Health Hobby Independence
Connections Other

The first specific goal I want to work on is:

How long have you been thinking about this goal? (Check one)

Days Weeks Months Years

Have you tried to reach this goal before? Yes No If yes, what happened?

Who, in your life, will support this goal?

Who, in your life, will NOT support this goal?

How can your family and friends help? (Be specific)

How can your family and friends hurt your progress? (Be specific)

What (if any) are the resources that can help you reach this goal?

Session 3—Evaluating, Refining, and Focusing



Most Important Task for this Session:

- Ensure participants have identified their goal and defined it in a 3-month framework.

Agenda

1. Check-in
2. Review the Session 2 At-Home Worksheet—**Think About It —Assessing my Goal**
3. Discuss what small steps participants could take toward their goal
4. Decide long-term (12 months) and short-term (3 months) goals
5. Assign the Session 3 At-Home Worksheet—**Focusing on My Goal**

1. Check-In

Reinforce for bringing the folder back and coming on time. Option to begin with a round robin check-in/icebreaker. **Suggested facilitator dialogue:** “*What was the best thing that happened to you this week?*”

2. Review the Session 2 At-Home Worksheet—Think About It — Assessing My Goal

Facilitator-led activity: Ask participants to get out their Worksheet. Ask participants to share:

1. What areas of their life would be improved if they reached their goal?
2. How long they have been thinking about this goal (days, weeks, months, years)?
3. Have they tried to reach the goal before, and if so, what happened?
4. Who in their life might be in support of this goal?

5. Who will NOT be in support of it?
6. How can family and friends be helpful? How can they hurt progress?
7. What, if any, resources might be useful in reaching this goal?

For any participant that did not complete the Worksheet, walk through the questions and encourage participants to write the answers in-session. Allow conversation and input regarding ideas and responses.

Use MI consistently via open-ended questions, affirmations of strength and self-efficacy, emphasis on **Change Talk**, and Ask-Offer-Ask (**AOA**) (asking what participants know about potential interventions, offering what you know might work, and then asking for feedback) to develop discrepancies in current behavior/beliefs versus desired future outcomes.

3. Discuss What Small Steps Participants Could Take Toward Their Goal

Suggested facilitator dialogue: Discuss with participants *what very small steps* they could begin to take toward their goal. Participants begin to experiment with the smallest incremental step related to their goal (for example, looking on the Internet for websites related to computer classes; asking a friend or roommate what bank they use; looking online for times and locations of 12-Step meetings).



Discuss why we want to have small steps, such as building feelings of success, keeping from getting overwhelmed, and breaking down tasks into steps that are easier to achieve.

4. Decide Long-Term (12 Month) and Short-Term (3 Month) Goals

Facilitator-led activity: Decide together what is the “long-term” (12 month) goal and what is the “short-term” (3 month) goal. Three months is from when we started working together.

What are they going to focus on during the sessions that will move them toward where they want to be one year from now? For example, work on getting a bank

account and saving money, attending three different AA meetings and finding a sponsor, or enrolling in a computer class during the sessions to eventually volunteer at a Rec Center.

MI Skills

If you are hearing some **Change Talk** about why the participant wants to reach the goal, even amid lingering **ambivalence**, then **elaborating** on HOW to change is warranted.

- Collaboratively explore how to change by integrating participant knowledge and preferences with your knowledge of the evidence.
- Use **AOA** (**A**sk what participant knows about potential interventions, **O**ffer what you know might work, and then **A**sk for feedback).
- Use Action **Reflections**: behavioral or cognitive suggestions.
- Use open-ended questions to elicit **Change Talk** about potential intervention targets and small behavioral steps toward their goal. **Change Talk** includes desires, abilities, reasons, needs, and commitment. For example, “*What’s the best thing that could happen if you attended a 12-Step program in your neighborhood and met some new friends?*” or “*Why would you want to consider applying for a job?*”
- Be sure to amplify every statement of **Change Talk** through query, reflection, or summary.

5. At-Home Practice



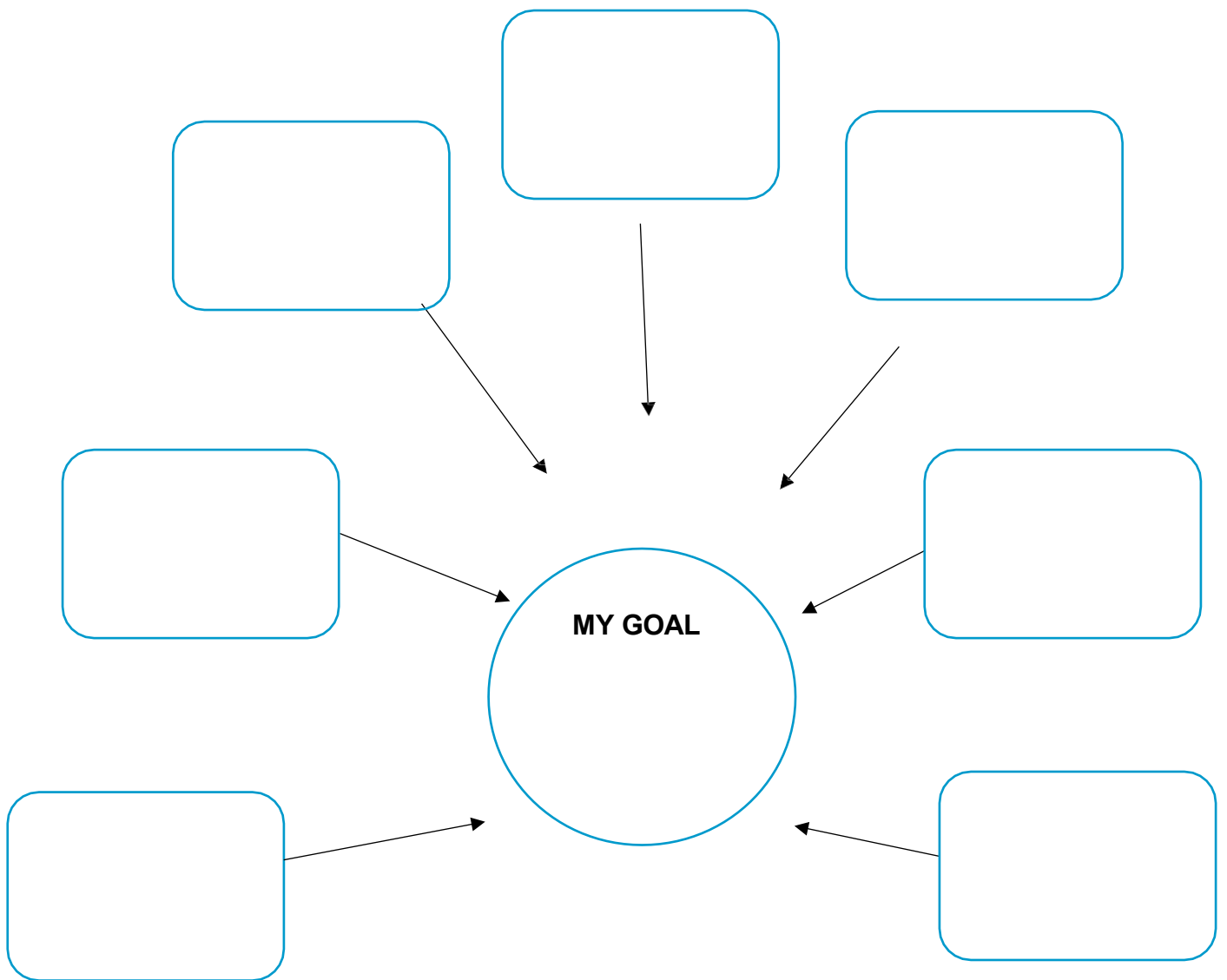
Complete the Session 3 At-Home Worksheet—**Focusing on My Goal**. (Consider reviewing the example Worksheet below in-session to help prepare them for their homework.)

**Session 3 At-Home Worksheet—
Focusing on My Goal**

Name: _____

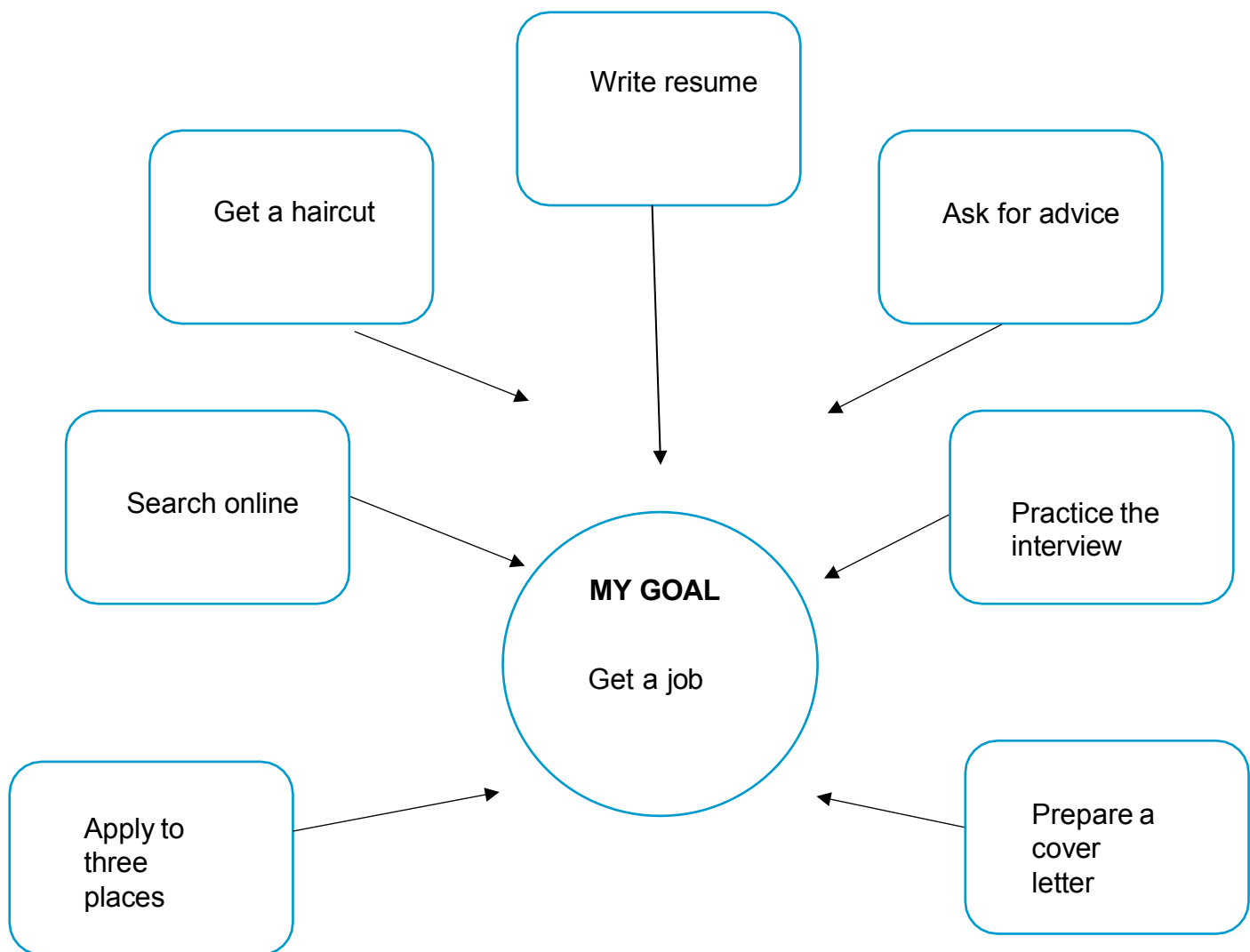
Date: _____

Write your 3-month goal in the center. Add the small steps you might take toward reaching your goal in each of the boxes branching out from your goal. You can make the diagram as detailed as you want. We will discuss the steps in more detail during our next session; however, think about what might be a good starting point.



Session 3 At-Home Worksheet Example—Focusing on My Goal

Write your 3-month goal in the center. Add the small steps you might take toward reaching your goal in each of the boxes branching out from your goal. You can make the diagram as detailed as you want. We will discuss the steps in more detail during our next session; however, think about what might be a good starting point.



Session 4—Planning the Steps



Most Important Task for this Session:

- Each participant outlines the steps to reach their goal.

Agenda

1. Check-in
2. Review the Session 3 At-Home Worksheet—**Focusing on My Goal**
3. Conduct goal ladder exercise using the In-Session 4 Worksheet—**Goal Ladder**
4. Assign the Session 4 At-Home Worksheet—**Weekly Goal Guide**

1. Check-In

Reinforce for arriving on time and bringing back the folder.

2. Review Session 3 At-Home Worksheet—Focusing on My Goal

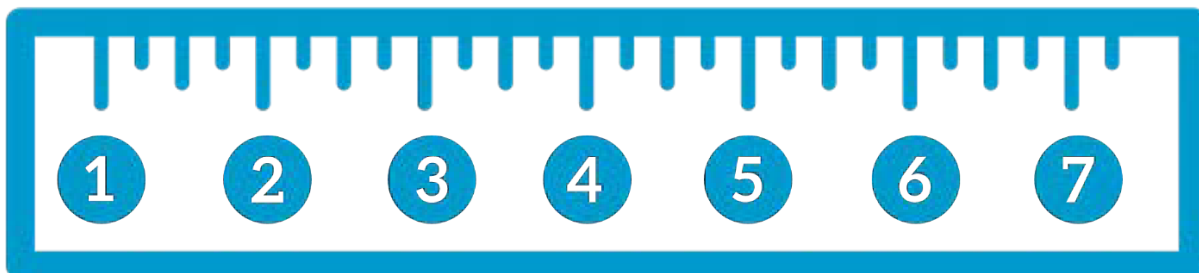
Facilitator-led activity: Explain to participants that each session will now begin by answering these four questions during the check-in that are typed on the shared screen or written on the board. If necessary, explain the questions and guide participants to answer them fully and succinctly. Use MI as necessary for any **ambivalence**.

Note: Discussion of items three and four should take at least 20 minutes in a group setting.

1. What is your long-term goal (where would you like to be one year from now)?
2. What is your 3-month goal?
3. Will you please share your Session 3 At-Home Worksheet—**Focusing on My Goal**?

4. “What is your **Motivation Rating** today on a scale of 1 to 7?” (Scale 1; “Not at all Motivated” – 7; “Extremely Motivated”). Use the ruler as a visual aid.

Motivational Rating on a Scale of 1-7



Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

3. Conduct the Goal Ladder Exercise

After participants have shared their goal (and reflected), introduce the concept of [ordering the behavioral steps to reach an ultimate destination or goal](#).

Facilitator-led activity: Draw or display the example [Goal Ladder](#) on the board or computer screen. An example of a completed goal ladder is also provided.

1. Ask participants to get out their Session 3 At-Home Worksheet—**Focusing on My Goal** and the In-Session 4 Worksheet—**Goal Ladder**.
2. On their **Focusing on My Goal** Worksheet, ask participants to number the steps in the order they might take toward reaching their goal.
3. Choose four to eight steps and write them on the lines of the ladder of the In-Session 4 Worksheet—**Goal Ladder**. Use sub-steps if necessary.



What steps can you take to reach your 3-month goal this year?



3-MONTH GOAL:



Step 8:

Step 7:

Step 6:

Step 5:

Step 4:

Step 3:

Step 2:

Step 1:

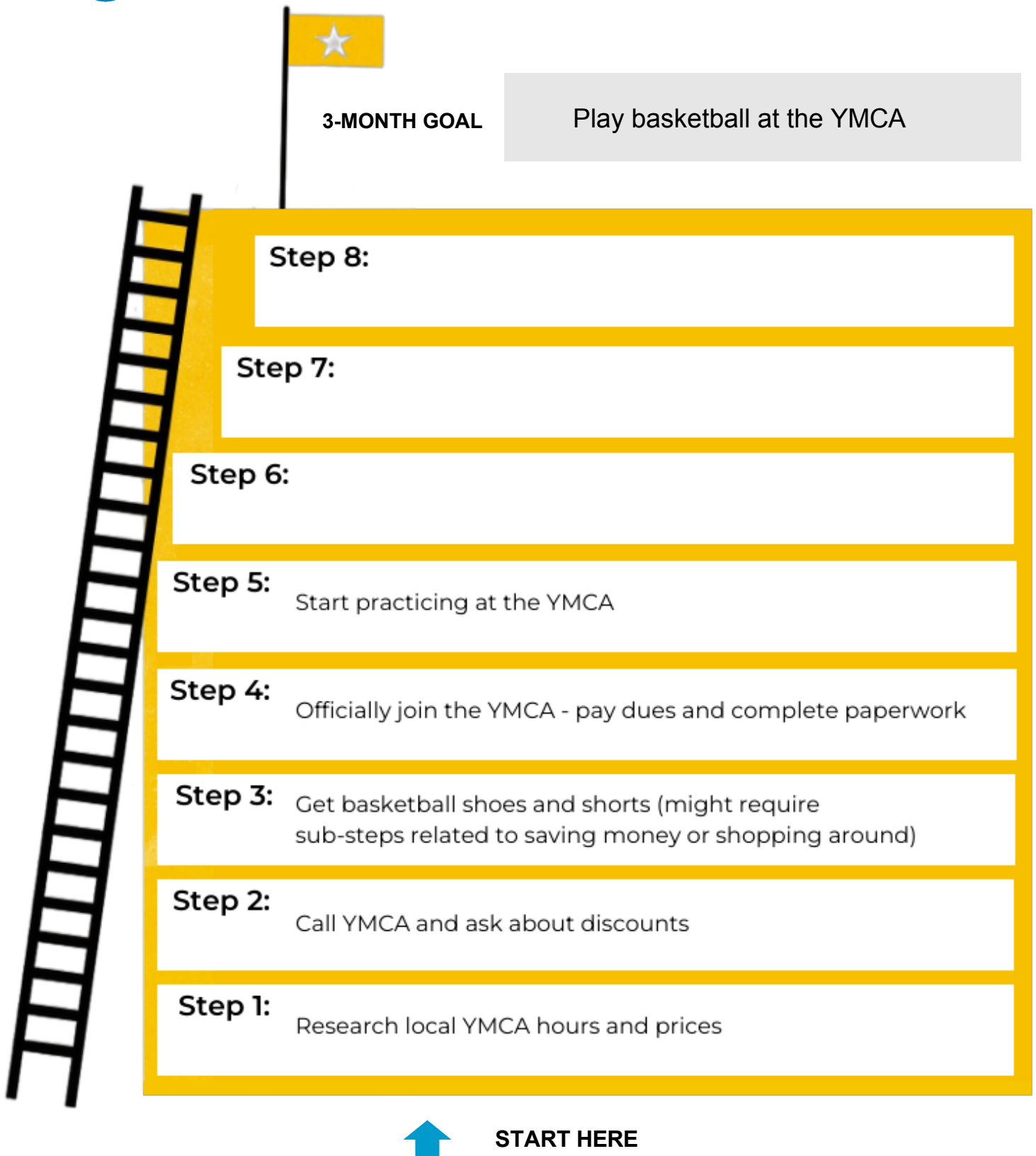


START HERE

In-Session 4 Worksheet Example—Goal Ladder



What steps can you take to reach your 3-month goal this year?



1. At-Home Practice



1. Hand out the Session 4 At-Home Worksheet—**Weekly Goal Guide** and explain how to fill it out. An example of a completed Worksheet is provided.
2. Help them fill in the first question about categorizing their goal(s) for the week.

Using the Worksheet, do individual work to identify the **two small steps** participants will take during the week as initial steps towards the goal. If the group has a co-facilitator, this is a good time for each leader to spend individual time with participants or for participants to partner up and start working on the **Weekly Goal Guide**, receiving assistance as needed.

At-Home Worksheet—Weekly Goal Guide

Name: _____

Date: _____

Three-month goal: _____

Create your small steps for this week (one to two goals):



1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

Step 1. _____ **Step 2.** _____

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's							
OUTCOME (What happened)							

Example Worksheet—Weekly Goal Guide

Name: _____

Date: _____

Three-month goal: Improve health

Create your small steps for this week (one to two steps):



Step 1. Workout **Step 2.** Go to the beach

1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's		Workout		Visit park	Workout	Walk to beach	
OUTCOME (What Happened)		Good, ran park trail		Was too busy to go. Will go Saturday.	Good, used park for exercise	Serenity & music, at the beach; also went to the park	

Session 5—Consolidating Commitment to the Plan



Most Important Task for this Session:

- At the end of this session, participants should be solidly committed to their goal, starting to make progress, and feeling good about the gains they are making.

Agenda

1. Check-in and homework review
2. Guide participants to consolidate commitment
3. Assign At-Home practice—**Weekly Goal Guide**



Note to facilitator: This is a **FLEX** session. In addition to completing the exercises in this session, you can use this time to catch up on past sessions or advance to future sessions when you have met the most important tasks for this session.

1. Check-In

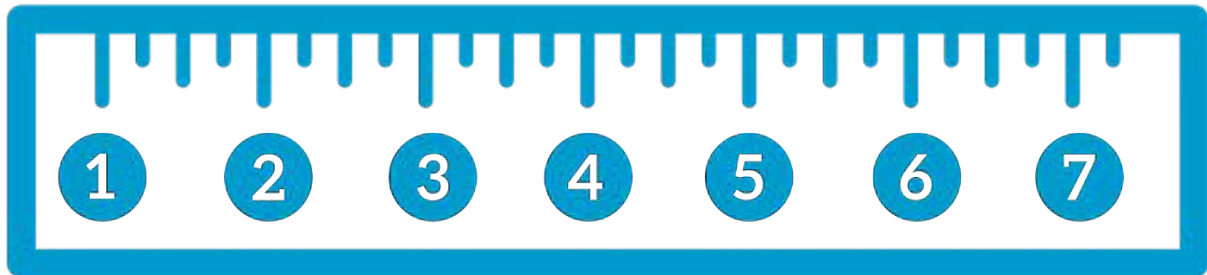
- Write/share the agenda on the board or shared screen; write/share the following check-in questions on the board or shared screen.
- Reinforce for arriving on time and bringing back the folder.

Check-In Questions

1. What is your long-term goal (where would you like to be one year from now)?
2. What is your 3-month goal?
3. Will you please share your At-Home Worksheet—**Weekly Goal Guide** (what you assigned for yourself and what you completed)?

4. “What is your **Motivation Rating** today on a scale of 1 to 7?” (Scale 1; “Not at all motivated” – 7; “Extremely motivated”)

Motivational Rating on a Scale of 1-7



Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

Facilitator-led activity: Ask participants to answer the four check-in questions. If for some reason participants did not complete their At-Home Worksheet, or did not bring back the folder/Worksheet, spend the entire 20 minutes discussing. Investigate how/why they lost it or what got in the way of them completing it.

It may become clear they have selected an inappropriate goal (they aren’t motivated enough, or they encountered an unexpected obstacle). Use [MI techniques](#) to explore the thoughts and feelings related to change and sustainment. Be willing to change the goal or the action steps on the goal ladder. Planning is a fluid process and can be useful to identify resistance and sticking spots.

If participants did complete the **Weekly Goal Guide** for their goal, spend time discussing how they were able to complete the intended actions. Examine the **Goal Ladder** and reflect on whether the steps need to be adapted.

Consolidating Commitment

Facilitator-led activity: The goal is to guide participants to consolidate commitment and begin making progress on next steps on the goal ladder.

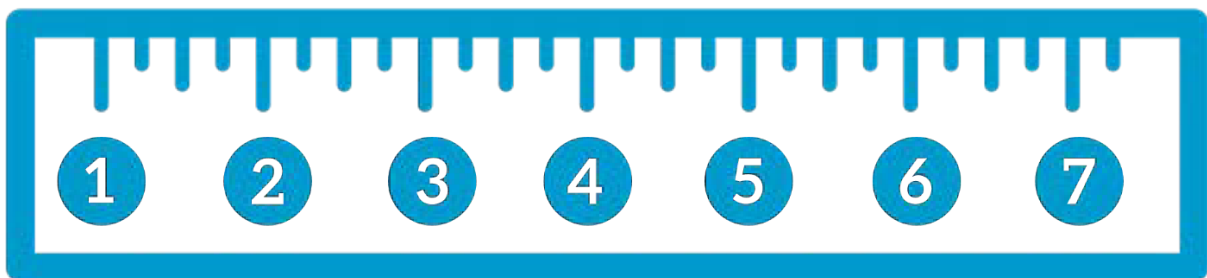
The facilitator should use [MI techniques](#) including **Reflections** that summarize what the participant has said about why their goal matters to them and elicit [Change Talk](#) about WHY to change and HOW to change.

Suggested dialogue for facilitators: *“You talked about why you want to make this change—so that you can accomplish XYZ. Remind us again, why is XYZ important to you? You see the importance of keeping track of how often you ____, improving your ____. You wanted to start with ____. Are we on track?”*

If participant responds with additions or changes, reflect these and amend the plan.

Now, ask for a verbal commitment to move forward on the plan. For example: *“Why do you feel this plan is something you want to do?”* Always reinforce commitment language with **Reflections** or by asking for **Elaboration**. Use the **Commitment and Importance Ruler**.

Commitment Ruler



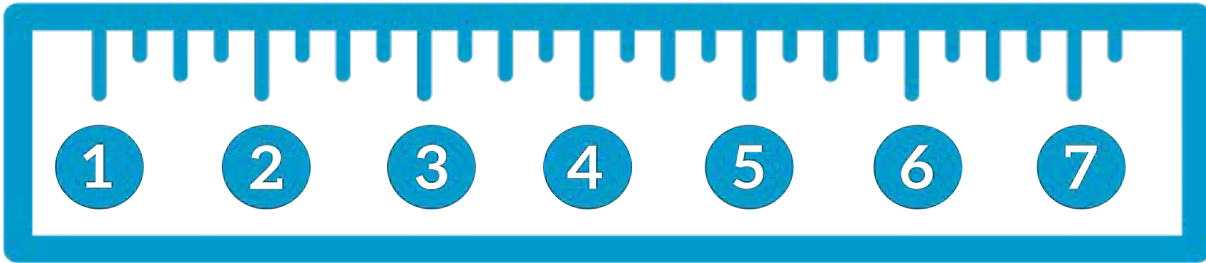
Not at all committed

Somewhat committed

Extremely committed

Suggested facilitator dialogue: *“You chose a _____. List three reasons why you chose this and not a lower number.”* (This is a technique to further the [Change Talk](#).)

Importance Ruler



Not at all important

Somewhat important

Extremely important

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

2. At-Home Practice



1. Hand out the Session 4 At-Home Worksheet—**Weekly Goal Guide**.
2. Using the Worksheet, do individual work to identify the two small steps participants will take during the week as initial steps towards the goal.
3. Problem-solve any anticipated obstacles.

Session 6—Garnering Support & Identifying Personal Strengths



Most Important Tasks for this Session:

- By the end of this session, participants should have identified one or two support people for their goal and some personal strengths.

Agenda

1. Check-in and homework review
2. Activity: Role play—garnering support
3. Activity: Identify personal strengths
4. Assign Session 6 At-Home Worksheet—**Sharing My Goal with Someone Else** and/or **Weekly Goal Guide**

Note to facilitator: There are two activities in this session: (1) garnering support and (2) identifying personal strengths. Emphasize the activity most relevant to participants. It is fine to do both parts of the session if time permits.

1. Check-In

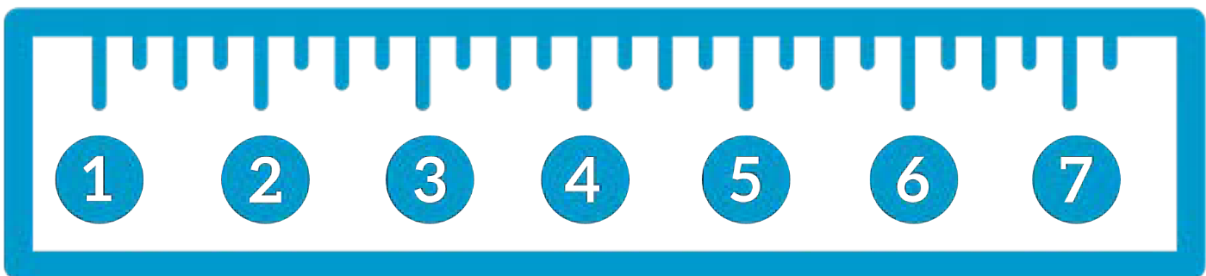
- Write/share the agenda on the board or shared screen; write/share the following check-in questions on the board or shared screen.
- Reinforce for arriving on time and bringing back the folder.

Check-in Questions

Ask participants to answer the four questions. Spend time discussing if homework is not complete or the folder has been lost. Reinforce for all attempts.

1. What is your long-term goal (where would you like to be one year from now)?
2. What is your 3-month goal?
3. Can you please share your At-Home Worksheet—**Weekly Goal Guide** (what you assigned for yourself and what you completed)?
4. “What is your **Motivation Rating** and **Importance Rating** today on a scale of 1 to 7?” (Scale 1; “Not at all motivated” – 7; “Extremely motivated”)

Motivational Rating on a Scale of 1-7



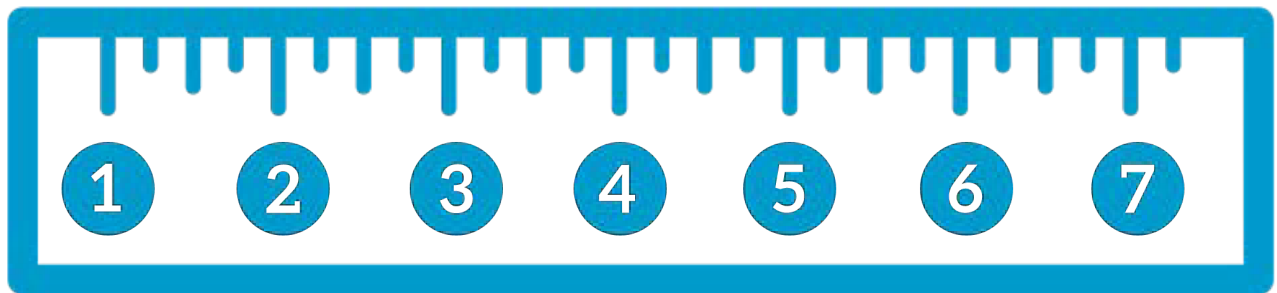
Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.” (Further the **Change Talk**.)

Importance Ruler



Not at all important

Somewhat important

Extremely important

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

3. Role-Play—Garnering Support

Facilitator-led activity: Based off the At-Home Worksheet participants completed following Session 2—**Think About It, Assessing My Goal**, discuss who in the person’s life would be most supportive and what benefits they might experience if they talk to them about their goal. Help them clarify exactly how the support person could aid them in their progress.

Use MI to ensure participants see a benefit to sharing their goal with someone (significant other, relative, friend, sponsor, doctor, case worker, or neighbor).

Introduce the idea that it might be useful to role-play to practice talking to support persons about the goal and asking for help.

Steps for the Role Play



1. Clarify the identity of the support person and how the support person can help the participant meet their goal.
2. The facilitator models the part of participant and the participant models the part of the support person.

Using clear nonverbal and verbal communication, the facilitator informs the support person about the goal and the request for assistance.
3. The facilitator asks the participant to reflect on what was useful. Switch parts.
4. The facilitator asks the participant to play themselves while the therapist plays the potential support person.
5. The facilitator provides feedback on what participant did well in this role play before pointing out areas for improvement. Brainstorm different responses the support person might give and use MI to help participant prepare thoughts/actions in response. Practice again if needed.

4. Identify Personal Strengths

Note to facilitator: Be prepared for this session by remembering things participants have accomplished that you can use for the identification of strengths to promote self-efficacy. Bring the [list of strengths from Session 2](#) and be prepared to help participants identify a few that relate to the current goal.

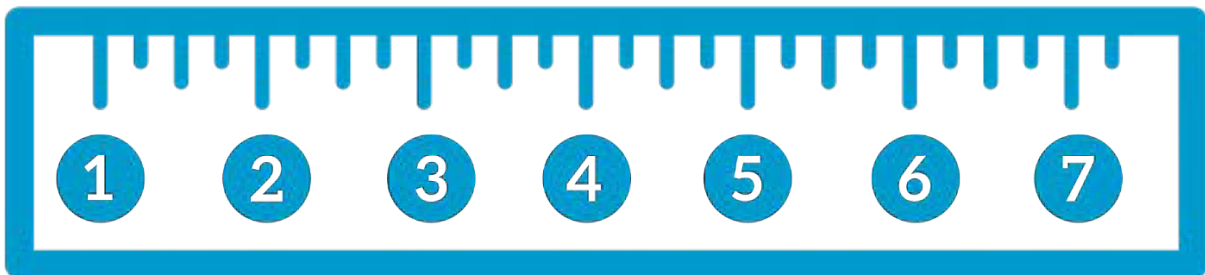
There are several types of questions that support participants' self-efficacy. One type uses encouraging stories regarding past successes directly related to the goal at hand.

Suggested dialogue for facilitators: “Look at the Worksheet, **Personal Strengths**, from Session 2. Look at the strengths you identified. How can you use those strengths to make progress on your goal? Are there any other strengths from this list that will help you with your goal?” Ask what other people say about the person’s strengths or good qualities.

Facilitators may also explore other challenges and use the strengths elicited in an affirming reflection: “You mentioned you managed to keep the job even though nobody helped you with transportation. How did you overcome this challenge?”

Facilitator-led activity: Use the **Confidence Ruler** to rate participants’ ability to achieve their goal. Draw the ruler on the board or present it on the shared screen, after the discussion of personal strengths.

Confidence Ruler



Not at all confident

Somewhat confident

Extremely confident

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number. What would it take to get you to a higher number (or to stay at 10 if you are already there)?”

5. At-Home Practice



1. Hand out the Session 6 At-Home Worksheet—**Sharing My Goal with Someone in My Life.**
2. Ask participants to complete the questions and then go through the action of sharing the goal and writing down the response.
3. Hand out the At-Home Worksheet—**Weekly Goal Guide.**
4. Collaboratively fill it out to identify the two small steps participants will take during the week as initial steps towards the goal. Include talking to a support person, if relevant.

Session 6 At-Home Worksheet—

Name: _____

Sharing My Goal with Someone in My Life

Date: _____

Checkmark the person that you will talk to about your goal:

Psychiatrist

Therapist

Other doctor

Family member

Friend

Neighbor

Case worker

Other:

Before you talk to the person, answer the following questions:

The specific goal I will talk about is:

What is the goal for 3 months from now?

What are the specific steps I need to take to reach the goal:

How long have you been thinking about this goal? (Check one)

Days

Weeks

Months

Years

Have you tried to reach this goal before? Yes

No

If yes, what happened?

Sharing My Goal with Someone in My Life, continued.

What ways can the person help you reach the goal (be specific)?

When will you talk about your goal (be specific with a day and time):

After you talk to the person, answer the following questions:

What did your support person say when you told them your goal?

Do you feel more motivated or less motivated towards your goal after sharing it? (Check one) More Less

Do you think your doctor/family member will be helpful or hurtful in your progress toward your goal? (Check one) Helpful Hurtful

How?

Session 7—Thinking Skills



Most Important Task for this Session

- By the end of this session, participants should be introduced to labeling thoughts as helpful and unhelpful.

Agenda

1. Check-in and homework review—pay special attention to how discussions went with support people
2. Introduce the concept of unhelpful thoughts
3. Explore and challenge negative thoughts
4. Assign Session 7 At-Home Worksheet—**Thought Record Log** and the Worksheet—**Weekly Goal Guide**

1. Check-In

- Write/share the agenda on the board or shared screen; write/share the check-in questions below on the board or shared screen.
- Reinforce for arriving on time and bringing back the folder.

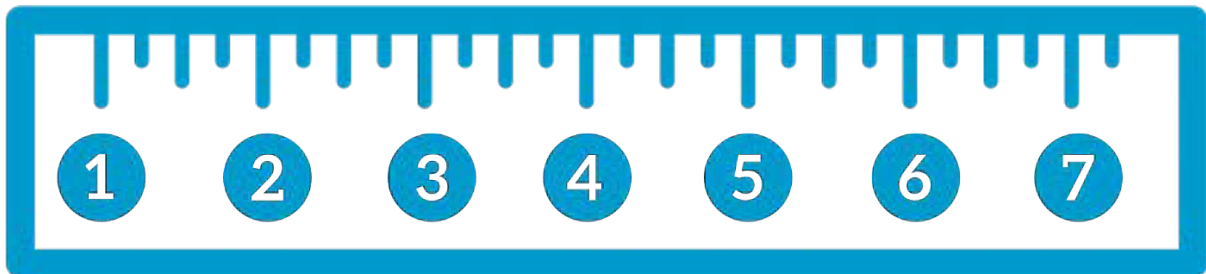
Check-in Questions

Ask participants to answer the four questions. Spend time discussing if homework is not complete or the folder has been lost. Reinforce for all attempts.

1. What is your long-term goal (where would you like to be one year from now)?
2. What is your 3-month goal?

3. Can you please share your At-Home Worksheet—**Weekly Goal Guide** (what you assigned for yourself and what you completed)?
4. “What is your **Motivation and Importance Rating** today on a scale of 1 to 7?” (Scale 1; “Not at all motivated” – 7; “Extremely motivated”)

Motivational Rating



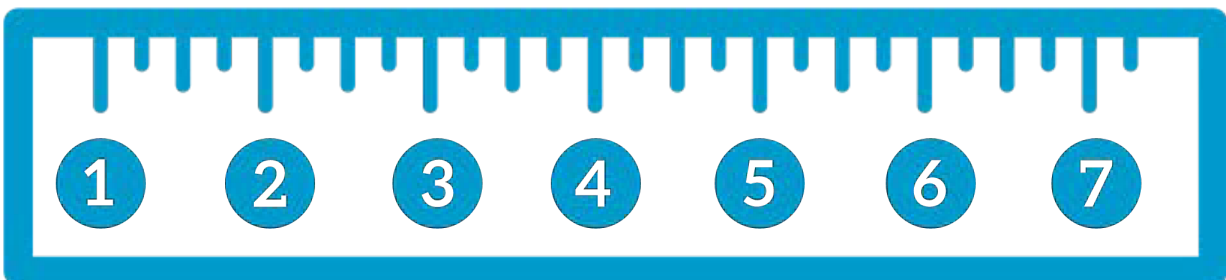
Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.” (Further the [Change Talk](#).)

Importance Ruler



Not at all important

Somewhat important

Extremely important

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

2. Unhelpful Thoughts

Facilitator-led activity: Introduce the concept of often common but unhelpful thoughts. Give examples of how hopeless or negative thoughts can creep in when we have setbacks working on our goals. For example, if we fail a school test, we may think “*I am never going to pass this—maybe I should drop the class.*” Instead of, “*I need to study more so I can pass.*”



Unhelpful thoughts are thoughts that get in the way of the goal.

Discuss the rationale for examining our thoughts—tie to previous **Change Talk**—and ask participants how thoughts/thinking patterns have helped or hurt them meet goals in the past.

Ask participants for examples of negative thoughts they have had while working on their goals. Use role-play of a recent situation where participants have experienced in-the-moment negative thoughts.

Start to name the types of negative thoughts that pop up for the person (for example, Always/Never, Jumping to Conclusions, Feelings as Facts, etc.). For more examples, see the [In-Session 9 Worksheet—Thinking Patterns](#).

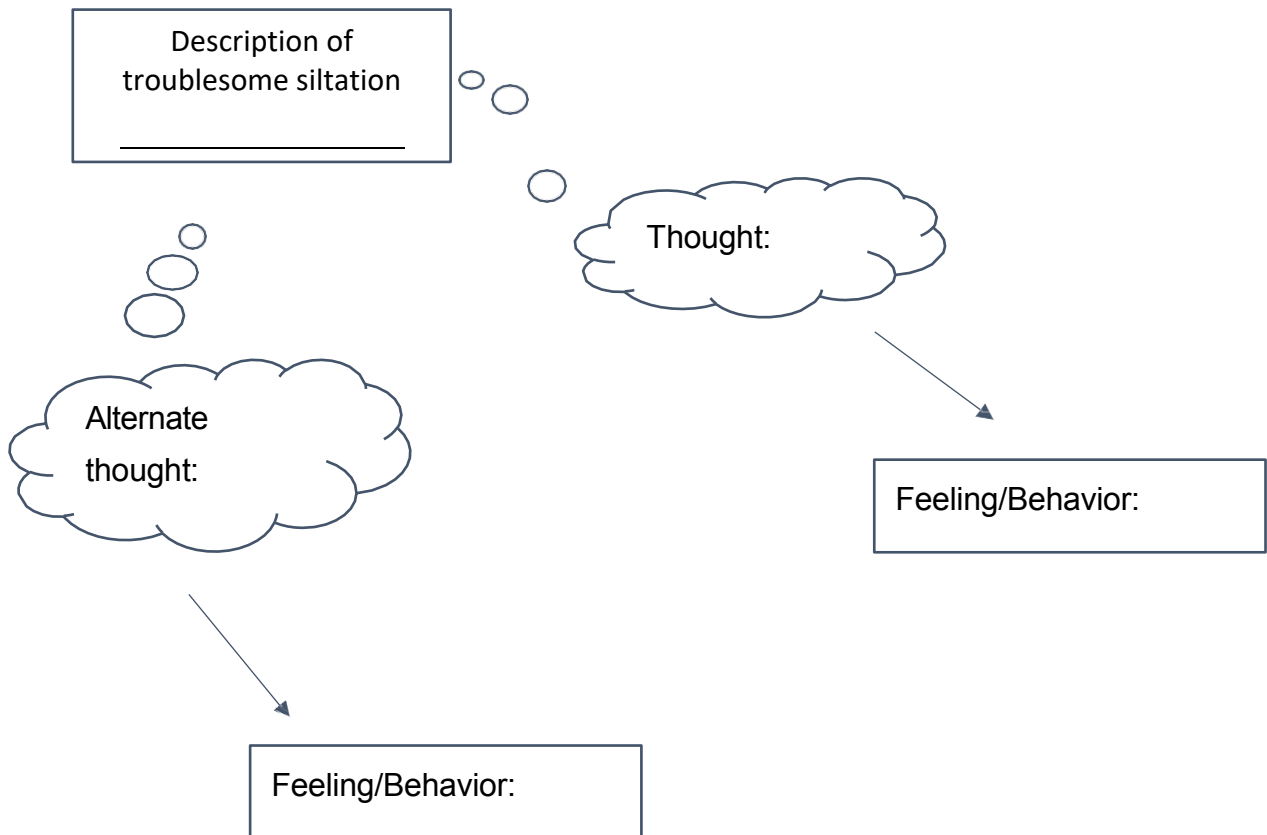
3. Explore and Challenge Negative Thoughts

Facilitator-led dialogue: For each participant, identify an unhelpful thought and ask these questions:

- About the evidence for and against the unhelpful thoughts.
- About the impact of responding to thoughts and consequences of not responding.

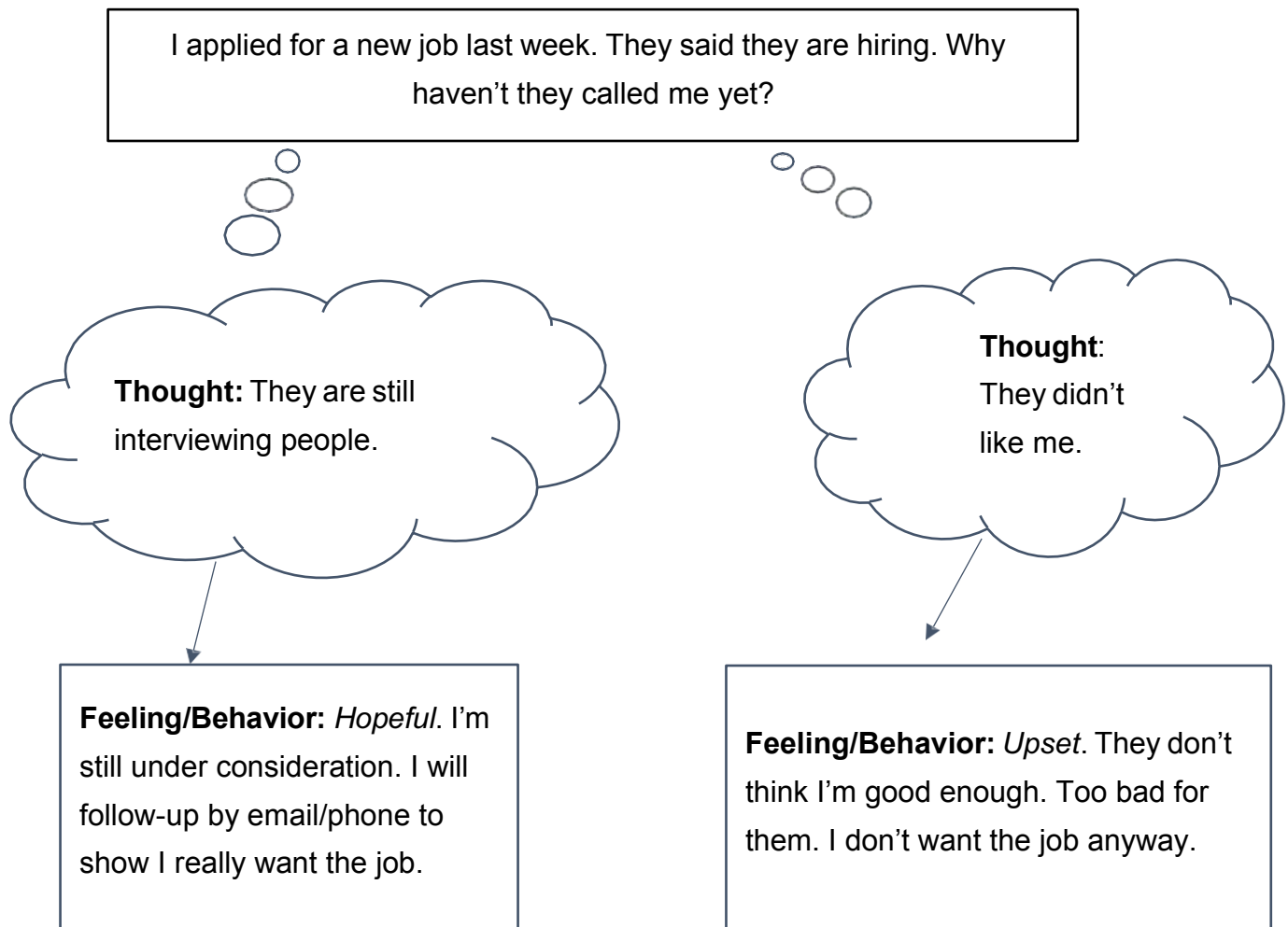
- To help participants gain distance from the thought, ask them to think about what they might tell a friend or family member in the same situation. Use the **Thought Monitoring Diagram** as a guide.

Thought Monitoring Diagram



(See an example of a completed Thought Monitoring Diagram on the next page.)

Example: Thought Monitoring Diagram



4. At-Home Practice



1. Introduce the idea of thought monitoring. Provide participants with the Session- 7 At-Home Worksheet—**Thought Record Log** to record two to three instances of negative thinking in the upcoming week.
2. Also ask participants to complete the **Weekly Goal Guide** with two small steps toward their goal.

**Session 7 At-Home Worksheet—
Thought Record Log**

Name: _____

Date: _____

Situation	Thoughts	Body Sensations	Emotions
<i>Who's involved? What day? Where? When?</i>	<i>What's going through your mind (thoughts and images)?</i>	<i>What feelings did you experience in your body?</i>	<i>What emotions came up?</i>

Session 8—CBT Triangle



Most Important Task for this Session:

- By the end of this session, participants should have an introductory understanding that thoughts, feelings, and behaviors are linked.

Agenda

1. Check-in and homework review
2. Explore the links among thoughts, feelings, behaviors (In-Session 8 Worksheet—**CBT Triangle**)
3. Explore and challenge negative thoughts
4. Assign At-Home Worksheet—**Weekly Goal Guide**

1. Check-In

- a. Write/share the agenda on the board or shared screen; write/share the check-in questions on the board or shared screen.
- b. Reinforce for arriving on time and bringing back the folder.

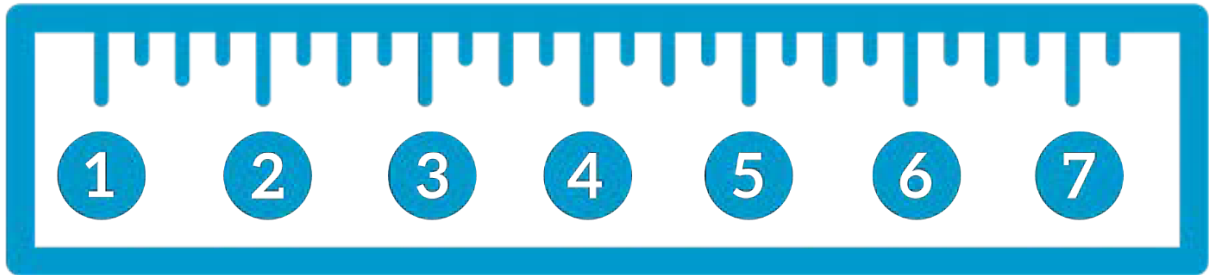
Check-in Questions

Ask participants to answer the four questions. Spend time discussing if homework is not complete or the folder has been lost. Reinforce for all attempts.

1. What is your long-term goal (where would you like to be one year from now)?
2. What is your 3-month goal?

3. Can you please share your At-Home Worksheet—**Weekly Goal Guide** (what you assigned for yourself and what you completed)?
4. “What is your **Motivation Rating** and **Importance Rating** today on a scale of 1 to 7?” (Scale 1; “Not at all motivated” – 7; “Extremely motivated”)

Motivational Rating on a Scale of 1-7



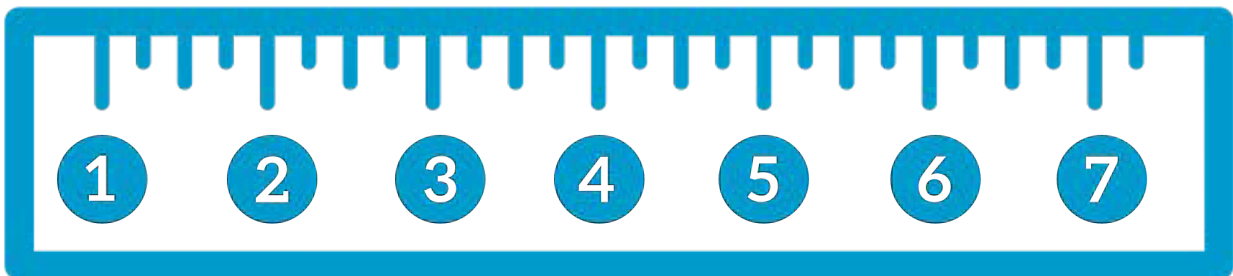
Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.” (Further the **Change Talk**.)

Importance Ruler



Not at all important

Somewhat important

Extremely important

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

2. Explore Links Among Thoughts, Feelings, and Behaviors

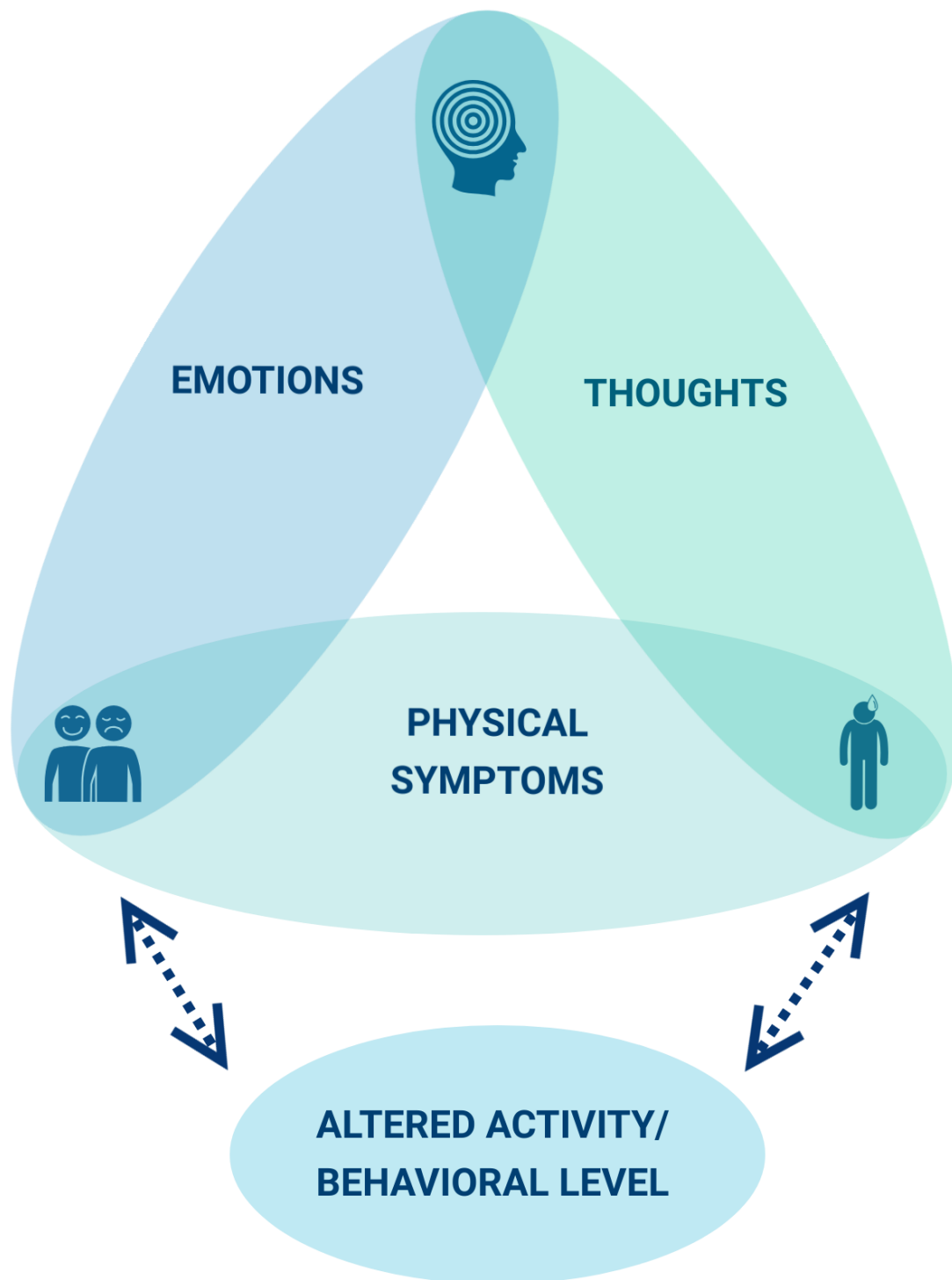
As mentioned, the goal of this session is to help collaboratively determine the links between thoughts, feelings, behaviors, and situations or other triggers that form a cycle (**CBT Triangle**).

Identifying these chains can help the participant identify things to work on (intervention targets; obstacles to problem-solve).

Facilitator-led activity: Draw the In-Session 8 Worksheet—**CBT Triangle** on the board or use the shared screen, and work through several examples of recent problems participants have encountered related to their steps towards their goal. (Three samples of completed **CBT Triangles** are provided on the next pages.)

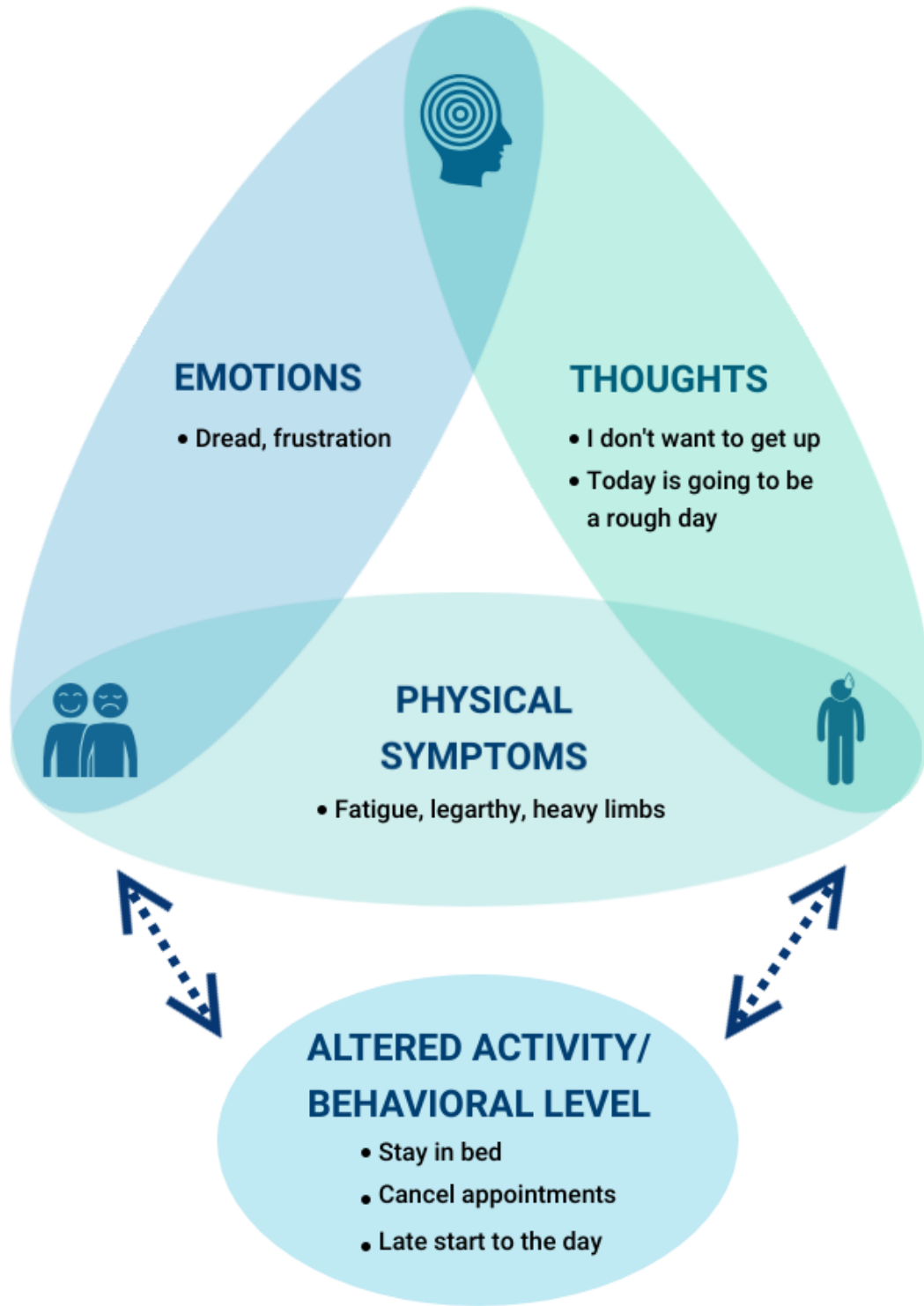
In-Session 8 Worksheet—CBT Triangle

SITUATION: _____



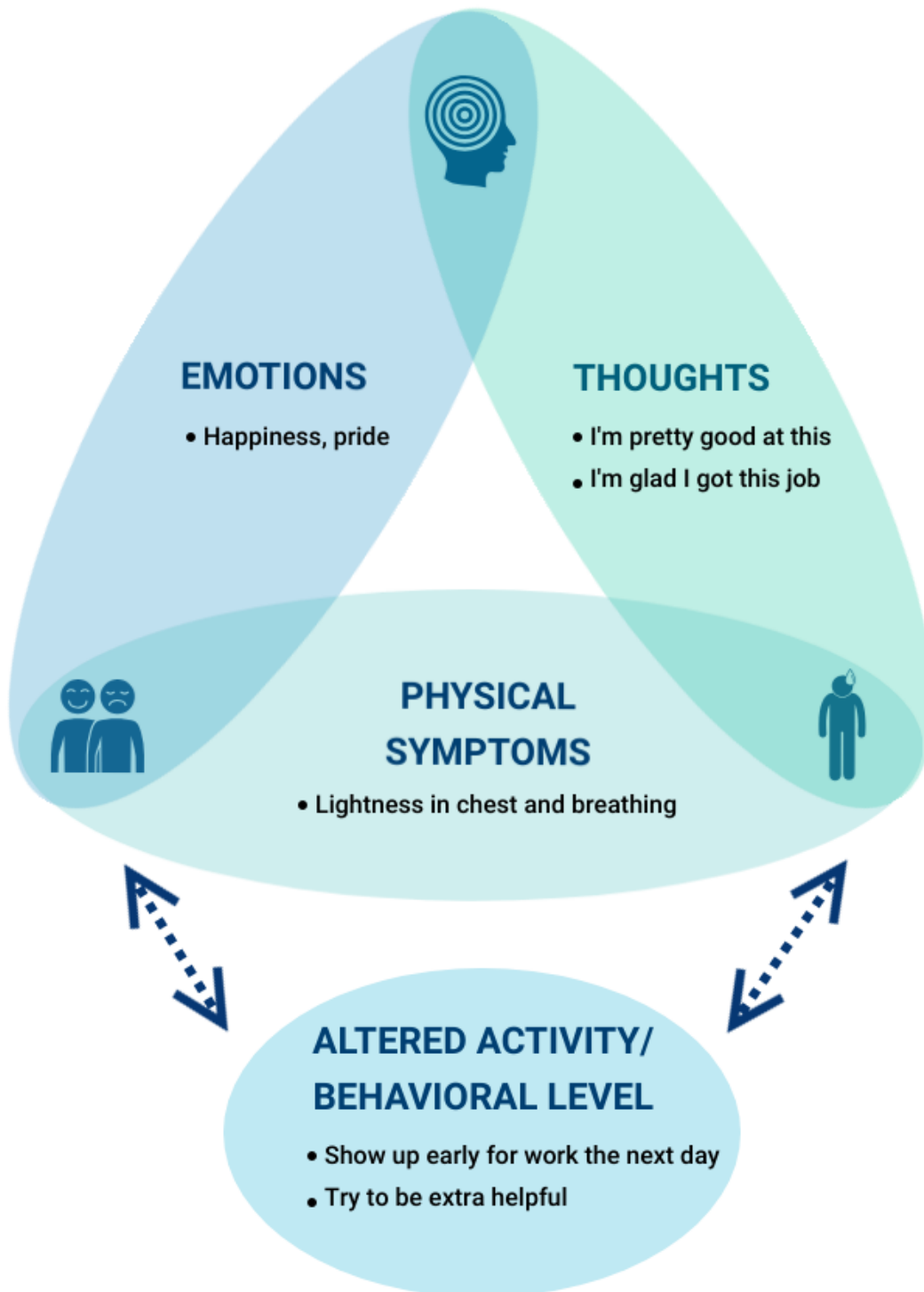
Example 1 of a Completed CBT Triangle

SITUATION: Woke up late and didn't get enough sleep.



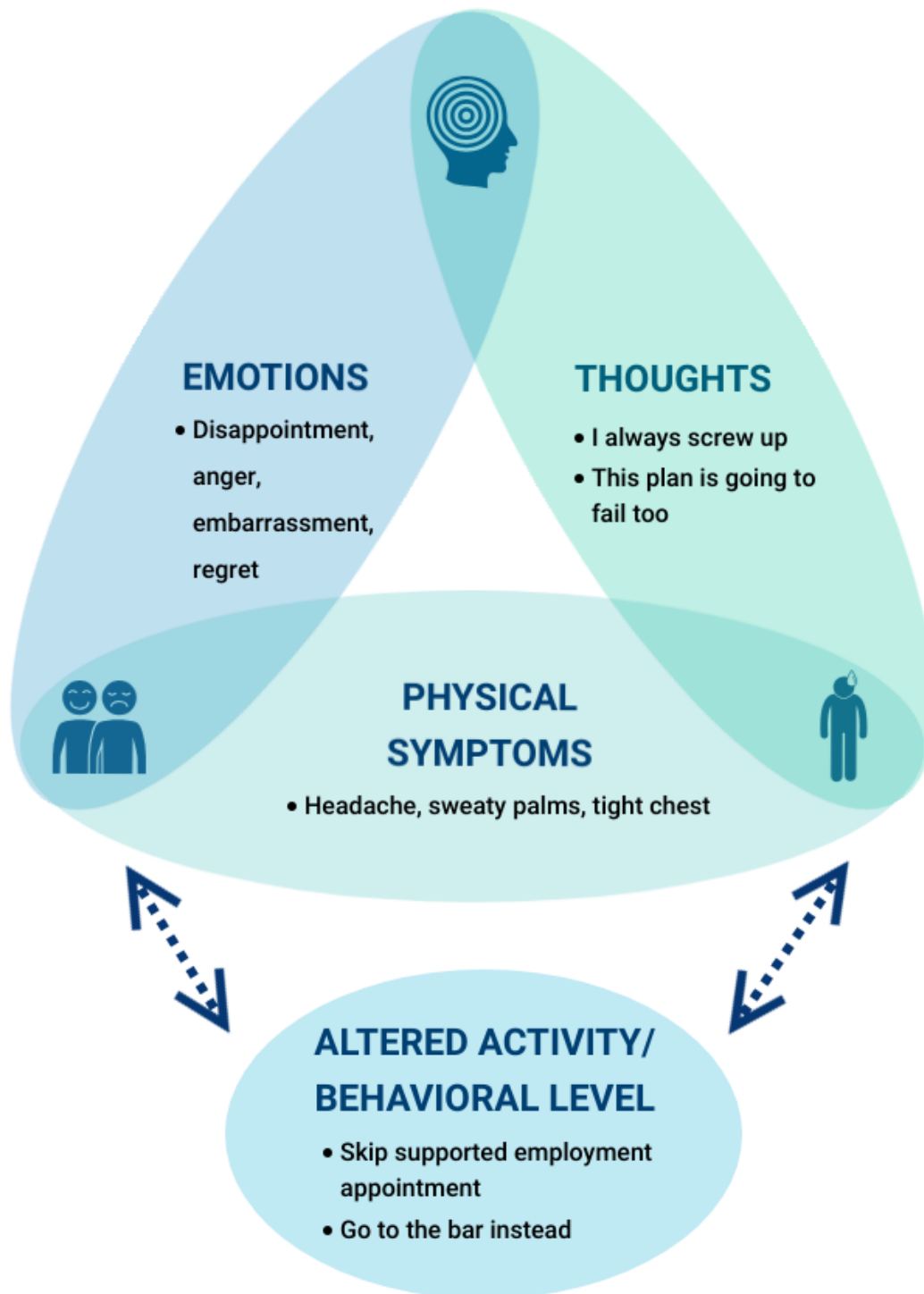
Example 2 of a Completed CBT Triangle

SITUATION: Received a compliment at a new job.



Example 3 of a Completed CBT Triangle

SITUATION: Forgot paperwork for new bank account for automatic deposit on bus.



3. Explore and Challenge Negative Thoughts

Facilitator-led activity:

Work with participants to complete the **CBT Triangle** with an example from the recent week's homework (**Weekly Goal Guide**). This can be a step they achieved or did not achieve. Work together to tease apart the situation, feelings, thoughts, physical symptoms, and behaviors. Work through as many examples as you can. The facilitator may provide blank **CBT Triangle** Worksheets for At-Home Practice. Emphasize to participants that they cannot often change situations but do have choices in thoughts and behaviors that can alter the whole diagram.

4. At-Home Practice

Ask participants to complete the **Weekly Goal Guide** with two small steps toward their goal.

Session 9—Avoiding Unhelpful Thought Patterns and Jumping to Conclusions



Most Important Task for this Session

- By the end of this session, participants can be flexible in coming up with helpful and accurate thoughts to replace unhelpful thoughts, with a special emphasis on not jumping to conclusions.

Agenda

1. Check-in and homework review
2. Identify unhelpful thinking patterns as a prelude to recognizing **Jumping to Conclusions**
3. Recognizing **Jumping to Conclusions**
4. Practice linking thoughts to feelings and behaviors
5. Assign At-Home Worksheet— **Weekly Goal Guide**

1. Check-In

- Write/share the agenda on the board or shared screen; write/share the check-in questions on the board or shared screen.
- Reinforce for arriving on time and bringing back the folder.

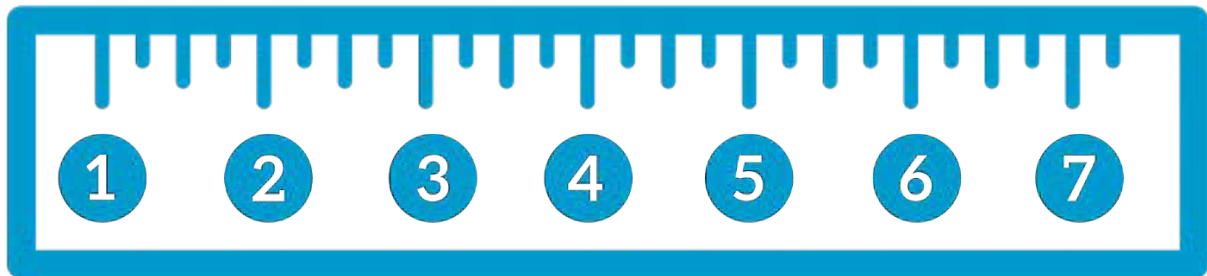
Check-in Questions

Ask participants to answer the four check-in questions.

1. What is your long-term goal (where would you like to be one year from now)?
2. What is your 3-month goal?

3. Can you please share your At-Home Worksheet—**Weekly Goal Guide** (what you assigned for yourself and what you completed)?
4. “What is your **Motivation Rating** and **Importance Rating** today on a scale of 1 to 7? (Scale 1; “Not at all motivated” – 7; “Extremely motivated”)

Motivational Rating on a Scale of 1-7



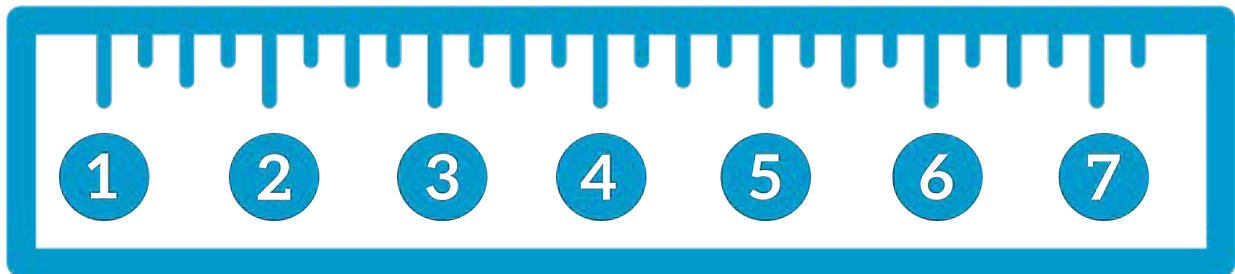
Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.” (Further the **Change Talk**.)

Importance Ruler



Not at all important

Somewhat important

Extremely important

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

2. Identify Unhelpful Thinking Patterns as a Prelude to Recognizing Jumping to Conclusions

Facilitator-led activity: During the check-in review, the facilitator should be alert to examples of troublesome feelings and unhelpful thoughts articulated about the goal (or past attempts to meet the goal). These can be used as a segue into the expanded material on identifying unhelpful thoughts and the importance of not jumping to conclusions. The facilitator is also always listening for and amplifying any **Change Talk** that occurs.

3. Recognizing Jumping to Conclusions

Query participants about what was recalled about unhelpful thinking patterns from Session 7 and 8 and solicit examples from the participants' lives of one or two unhelpful thinking patterns. A Worksheet on unhelpful thinking patterns for review in-session is included at the end of this session. Limited facilitator self-disclosure could be useful here.

Introduce the idea of “fast guesses” and the concept of “jumping to conclusions.” Begin linking these unhelpful thinking habits to the example of “jumping to conclusions” as an alternative to making a careful, informed decision. Note the times that jumping to conclusions may be necessary (emergency situations; when safety is an issue) and when it is a problem—when more deliberation may be helpful.

Provide the participant with many opportunities to identify their common unhelpful thought patterns; prompt using earlier participant statements if needed. All ideas are welcome. Do not evaluate them yet.

4. Practicing Linking Thoughts to Feelings and Behaviors

Using these examples, link thoughts to feelings and behaviors, with the idea that changing thoughts can change feelings and behaviors. If participants highlight negative experiences, be sure to elicit critical details (Were they in treatment?

Symptomatic? Traumatic experience?) to contextualize and reframe perceived failures. Help participants identify alternative, more balanced thoughts and the feelings and potential behaviors that ensue.

5. At-Home Practice

Ask participants to do the following:

1. During the week, identify at least three times their first inclination was to jump to a conclusion about a painful or difficult situation, and then generate a couple of alternative thoughts.
2. Complete the Session 9 At-Home Worksheet—**Jumping to Conclusions** with at least three examples.
3. Complete the **Weekly Goal Guide** with two small steps toward their goal.

In-Session 9 Worksheet—Thinking Patterns

Everyone has **thinking patterns, which are kind of like thinking habits**. These patterns can influence our emotions and behavior. Sometimes our patterns can be unhelpful because they can prevent us from seeing things clearly and making empowered choices.

Here are some examples:

All-or-Nothing Thinking: Using words like “always” and “never” to describe situations when it might be more accurate to use less extreme words. For example, if a first date goes badly, saying to yourself, “I’m never going to be able to find anyone. No one will ever love me.”



Catastrophizing: Expecting only the worst possible outcomes without giving room for possible good outcomes. For example, thinking that if you did poorly on the first exam in college class, it means you will fail the course and you should drop the class rather than try studying more.



Mind Reading: Assuming you know what others are thinking or feeling without checking it out. For example, thinking a friend is angry with you if they do not answer your text quickly.



Fortune-Telling: Thinking you know what the future will bring based on very limited information. For example, thinking the day will be horrible because you got a late start.



Feelings as Facts: Believing that if you feel something it must be true. For example, feeling suspicious and becoming convinced that someone is going to harm you instead of checking in on whether you are just feeling anxious.



Jumping to Conclusions: Assuming the meaning of a situation even though you don't have all the facts. For example, thinking you know what someone else is thinking (**Mind Reading**) or that you know what will happen in the future (**Fortune-Telling**).



“Should” Statements: Believing things should be a certain way, for example, holding yourself or others to an unrealistic standard. For example, being very harsh with yourself because you committed to a strict exercise program and then had to miss a day at the gym because you were ill.





**Session 9 At-Home Worksheet—
Avoid Jumping to Conclusions**

Name: _____

Date: _____

Disappointing or Distressing Situation	Your Usual Explanation When you Jump to a Conclusion	One Alternative Explanation	Another Alternative Explanation
Example: <i>My partner is short with me.</i>	Example: <i>I'm irritating him.</i>	Example: <i>He had a hard day at work.</i>	Example: <i>He got stuck in traffic.</i>

Session 10—Problem-Solving



Most Important Task for this Session

- By the end of this session, participants are introduced to (1) the process of separating facts from guesses and (2) brainstorming different solutions to a problem or obstacle.

Agenda

1. Check-in and homework review
2. Introduce the 5-Step Problem-Solving Method, referring to the In-Session 10 Worksheet—**5-Step Problem-Solving Method**
3. Assign At-Home Worksheet—**Weekly Goal Guide** and the completion of steps 1-3 of the Session 10 At-Home Worksheet—**Steps 1-3 of the 5-Step Problem-Solving Method**

1. Check-In

- Write/share the agenda on the board or shared screen; write/share the check-in questions on the board or shared screen.
- Reinforce for arriving on time and bringing back the folder.

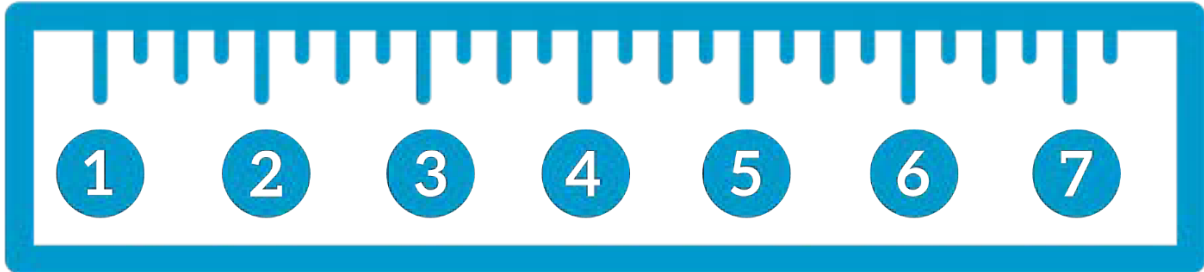
Check-In Questions

Ask participants to answer the four questions. Spend time discussing if homework is not complete or the folder has been lost. Reinforce for all attempts.

1. What is your long-term goal (where would you like to be one year from now)?
2. What is your 3-month goal?

3. Can you share your At-Home Worksheet, **Weekly Goal Guide** (what you assigned for yourself and what you completed)?
4. “What is your **Motivation Rating** and **Importance Rating** today on a scale of 1 to 7?” (Scale 1; “Not at all motivated” – 7; “Extremely motivated”)

Motivational Rating on a Scale of 1-7



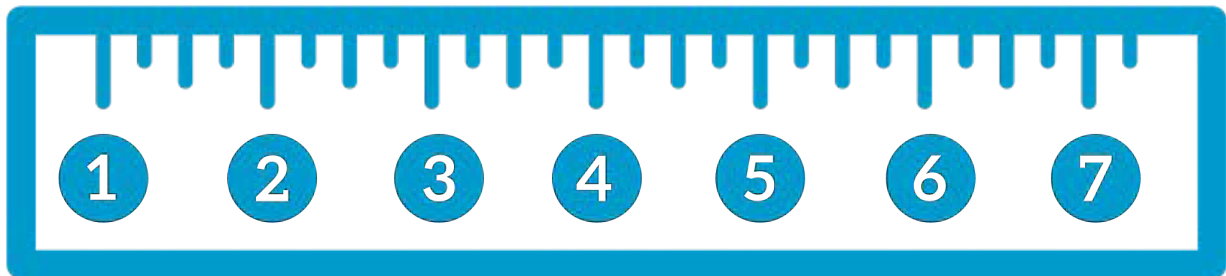
Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.” (Further the **Change Talk**.)

Importance Ruler



Not at all important

Somewhat important

Extremely important

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

2. Introduce the 5-Step Problem-Solving Method

Facilitator-led activity: Distribute the In-Session 10 Worksheet—**5-Step Problem-Solving Method**. Working collaboratively with participants, begin by focusing on:

Step 1: Identifying the problem using only “Who, What, Where.”

Step 2: Describing the problem.

Step 3: Brainstorming a variety of possible solutions.

Note to facilitators: Focus on Steps 1, 2 and 3 in this Session. Steps 4 and 5 of the 5-Step Problem-Solving Method will be covered in Session 11.

Emphasize that this method can work for any problem. Don’t rush into evaluating the pros and cons of each idea in this session unless time permits. Make sure participants understand the utility of the approach and ask them to each apply the method to a problem related to their own goal/behavior change.

If there are time constraints, participants can complete the Worksheet outside the session as part of their At-Home practice.

An example of steps 1-3 can be found following the blank Worksheet.

4. At-Home Practice



Ask participants to complete:

1. The **Weekly Goal Guide** with two small steps toward their goal.
2. The Session 10 At-Home Worksheet—Steps 1-3 of the **5-Step Problem-Solving Method**.






In-Session 10 Worksheet— 5-Step Problem-Solving Method

Name: _____

Date: _____

1 Identify the problem. Be specific.

Watch  Listen  Remember details  Ask the “W” questions

Who was Involved?

What happened?

Where did it happen?

2 Describe the problem. Remember the equation: *Problem = Goal + Obstacle*

Problem	Goal “I want...”	Obstacle “but...”

5-Step Problem-Solving Method, continued.

3 Think of ideas for solutions.

Brainstorm four or five ideas of things you can do to reach your goal or get rid of the obstacle.

1.
2.
3.
4.
5.

4 Evaluate ideas by thinking of advantages and disadvantages of each.

Idea	Advantages (+) Pros?	Disadvantages (-) Cons?

Weigh the pros and cons; choose the best solution for you. I choose idea #

5-Step Problem-Solving Method continued.

- 5 Put the idea into action, using appropriate verbal and non-verbal skills.

Role-play your chosen solution before putting it into action.

Remember: Voice (medium volume); Clear speaking; Posture; Eye contact.



Plan when and where you will put your idea into action:

Day:

Time:

Place:



Evaluate: Did it solve your problem?

Yes

No





In-Session 10 Example—Steps 1-3 of the 5-Step Problem-Solving Method

1 Identify the problem. Be specific.

I want to stay sober, and they are offering me cannabis.

Watch ★ Listen ★ Remember details ★ Ask the “W” questions

Who was Involved?

Me and my siblings.

What happened?

My siblings assumed I still smoke on occasion and would join them.

Where did it happen?

A birthday party at my parent’s house.

2 Describe the problem. Remember the equation: *Problem = Goal + Obstacle*

Problem	Goal “I want…”	Obstacle “but…”
Pressure to smoke	I want to stay sober	I don’t have an exit plan

Think of ideas for solutions.

3 Brainstorm ideas of things you can do to reach your goal or get rid of the obstacle.

1. Say “no thanks.”

2. Walk away.

3. Find other people to talk to.

4. Get some cake.

5. Go home.






Session 10 At-Home Worksheet— Steps 1-3 of the 5-Step Problem-Solving Method

Name: _____

Date: _____

1 Identify the problem. Be specific.

Watch  Listen  Remember details  Ask the “W” questions

Who was Involved?

What happened?

Where did it happen?

2 Describe the problem. Remember the equation: *Problem = Goal + Obstacle*

Problem	Goal “I want...”	Obstacle “but...”

3 Think of ideas for solutions.

Brainstorm four or five ideas of things you can do to reach your goal or get rid of the obstacle.

1.

2.

3.

4.

5.

Session 11—Extended Problem-Solving



Most Important Task for this Session

- Like Session 10, reinforce (1) the process of separating facts from guesses and (2) brainstorming different solutions to a problem or obstacle.

Agenda

1. Check-in and homework review
2. Continue with the step 4 and 5 of the Session 11 Worksheet—**5-Step Problem-Solving-Method**
3. Assign At-Home Worksheet—**Weekly Goal Guide** and the completion of the Session 11 Worksheet—**Steps 4 & 5 of the 5-Step Problem-Solving Method**

1. Check-in

- Write/share the agenda on the board or shared screen; write/share the check-in questions on the board or shared screen.
- Reinforce for arriving on time and bringing back the folder.

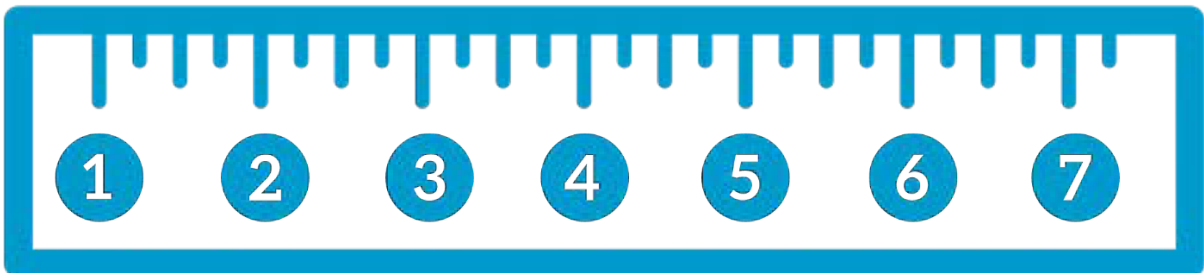
Check-in Questions

Ask participants to answer the four questions. Spend time discussing if homework is not complete or the folder has been lost. Reinforce for all attempts.

1. What is your long-term goal (where would you like to be one year from now)?
2. What is your 3-month goal?
3. Can you please share your At-Home Worksheet, **Weekly Goal Guide** (what you assigned for yourself and what you completed?)

4. “What is your **Motivation Rating** and **Importance Rating** today on a scale of 1 to 7?” (Scale 1; “Not at all motivated” – 7; “the most motivated”)

Motivational Rating on a Scale of 1-7



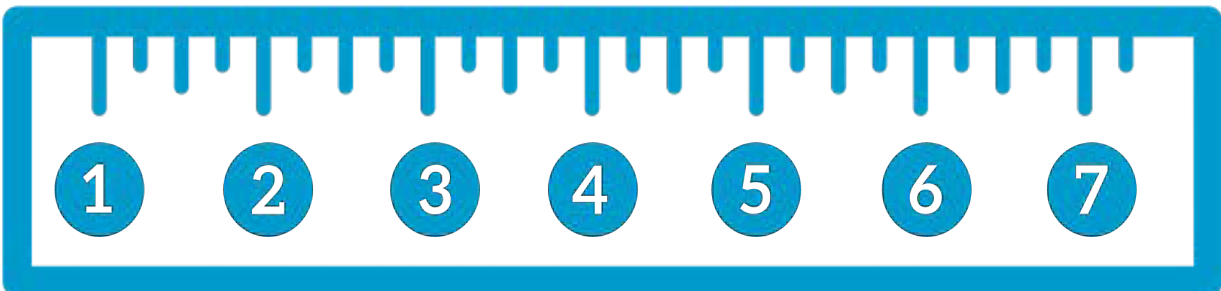
Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.” (Further the **Change Talk**.)

Importance Ruler



Not at all important

Somewhat important

Extremely important

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

2. Continue with Steps 4 & 5 of the 5-Step Problem-Solving Method

Facilitator-led activity (if extending problem-solving):

- Continue using the **5-Step Problem-Solving Method** to brainstorm solutions for real obstacles encountered while working toward goals or hypothetical obstacles that could arise.
- Spend session time on steps 4 and 5 of the 5-Step Problem-Solving Method, practicing the evaluating of ideas (pros/cons), choosing/ordering best solutions, and role-playing solutions.
- A blank Worksheet to continue with steps 4 and 5 is provided below. An example for steps 4 and 5 follows the blank Worksheet.
- When planning for the Problem-Solving Solution implementation, role-play practice may be useful. Refer to role-play steps in [Session 6](#).

3. At-Home Practice



Ask participants to:

1. Complete the **Weekly Goal Guide** with two small steps toward their goal.
2. Continue with the problem-solving Worksheets.

Session 11 Worksheet—Steps 4 & 5 of 5-Step Problem-Solving Method

Name: _____

Date: _____

1 Identify the problem. Be specific.

Watch



Listen



Remember details



Ask the “W” questions

Who was Involved?

What happened?

Where did it happen?

2 Describe the problem. Remember the equation: *Problem = Goal + Obstacle*

Problem	Goal “I want...”	Obstacle “but...”

5-Step Problem-Solving Method, continued.

3 Think of ideas for solutions.

Brainstorm four or five ideas of things you can do to reach your goal or get rid of the obstacle.

1.
2.
3.
4.
5.

4 Evaluate ideas by thinking of advantages and disadvantages of each.

Idea	Advantages (+) Pros?	Disadvantages (-) Cons?

Weigh the pros and cons; choose the best solution for you. I choose idea #

5-Step Problem-Solving Method, continued.

- 5 Put the idea into action, using appropriate verbal and non-verbal skills.

Role-play your chosen solution before putting it into action.

Remember: Voice (medium volume); Clear speaking; Posture; Eye contact.



Plan when and where you will put your idea into action:

Day:

Time:

Place:



Evaluate: Did it solve your problem?

Yes

No





In-Session 11 Example—Steps 4-5 of the 5-Step Problem-Solving Method

1 Identify the problem. Be specific.

I want to stay sober, and they are offering me cannabis.

Watch ★ Listen ★ Remember details ★ Ask the “W” questions

Who was Involved?

Me and my siblings.

What happened?

My siblings assumed I still smoke on occasion and would join them.

Where did it happen?

A birthday party at my parent’s house.

2 Describe the problem. Remember the equation: *Problem = Goal + Obstacle*

Problem	Goal “I want…”	Obstacle “but…”
Pressure to smoke	I want to stay sober	I don’t have an exit plan

Think of ideas for solutions.

3 Brainstorm ideas of things you can do to reach your goal or get rid of the obstacle.

1. Say “no thanks.”

2. Walk away.

3. Find other people to talk to.

4. Get some cake.

5. Go home.

4 Evaluate ideas by thinking of advantages and disadvantages of each idea.

Idea	Advantages (+) Pros?	Disadvantages (-) Cons?
Say, "No thanks."	It's easy.	The people who offered it might get mad.
Walk away.	It's easy.	Person might think I didn't hear them.
Find other people to talk to.	Might be nice to talk to other people.	They might also be using.
Get cake.	It might taste good.	It's a temporary solution.
Go home.	Good escape.	I have to leave the party too early.

Weigh the pros and cons; choose the best solution for you. I choose idea #

4

5 Put the idea into action, using appropriate verbal and non-verbal skills.



Role-play your chosen solution before putting it into action.

Remember: Voice (medium volume); Clear speaking; Posture; Eye contact.

Plan when and where you will put your idea into action:



Day: Sat. Time: 7 PM

Place: My parents' house



Evaluate: Did it solve your problem? Yes No

Session 12—Maintenance

Note: This session may also be used to revisit role-playing situations that require social skills/assertiveness.



Most Important Task for this Session

- Focus on participants accomplishments and build on recent changes and successes.

Agenda

1. Check-in and homework review
2. Evaluation with a focus on Accomplishment
3. Assign the At-Home Worksheet—**Weekly Goal Guide** and other relevant Worksheets, and administer any relevant post-tests

1. Check-In

- Write/share the agenda on the board or shared screen; write/share the check-in questions on the board or shared screen.
- Reinforce for arriving on time and bringing back the folder.

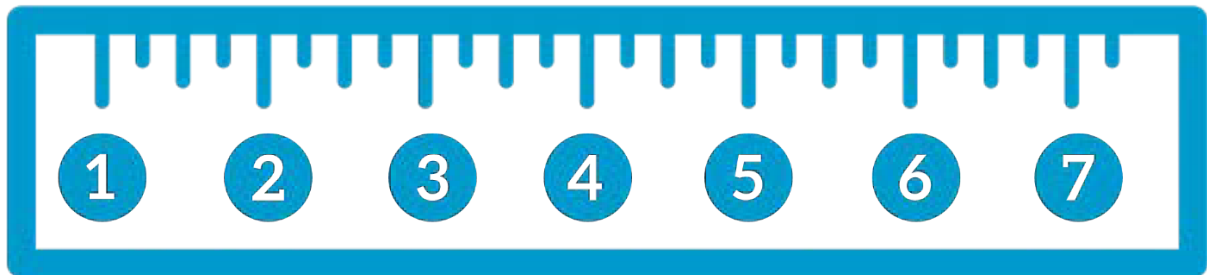
Check-in Questions

Ask participants to answer the four questions. Spend time discussing if homework is not complete or the folder has been lost. Reinforce for all attempts.

1. What is your long-term goal (where would you like to be one year from now)?

2. What is your 3-month goal?
3. Can you please share your At-Home Worksheet, **Weekly Goal Guide** (what you assigned for yourself and what you completed)?
4. “What is your **Motivation Rating** and **Importance Rating** today on a scale of 1 to 7?” (Scale 1; “Not at all motivated” – 7; Extremely motivated”)

Motivational Rating on a Scale of 1-7



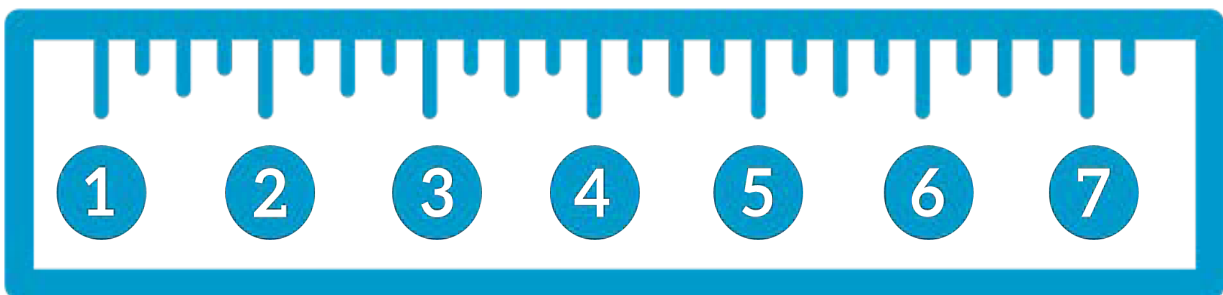
Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a ____ . List three reasons why you chose this and not a lower number.” (Further the **Change Talk**.)

Importance Ruler



Not at all important

Somewhat important

Extremely important

Suggested facilitator dialogue: “You chose a ____ . List three reasons why you chose this and not a lower number.”

2. Evaluation with a Focus on Accomplishments

Facilitator-led activity: Evaluate 3-month progress.

- Where were gains made?
- Where were obstacles encountered?
- Look for all opportunities to reinforce self-efficacy and **Change Talk**.
- Discuss participants accomplishments and strengths from the previous 12 weeks and plan additional realistic goals that build on recent changes and successes.
- Talk about the Booster Sessions, goals, schedules, etc.

4. At-Home Practice



1. Ask participants to complete the **Weekly Goal Guide** with two small steps toward their goal as well as other relevant Worksheets.
2. Administer any applicable post-tests.

Session 13, 14 & 15—Booster

Note: These sessions may also be used to revisit role-playing situations that require social skills/assertiveness.



Most Important Task for this Session

- Carefully construct a realistic weekly plan for the next several weeks until the next Booster Session.

Agenda

1. Check-in and homework review
2. Evaluation with a focus on Accomplishment
3. Assign Booster At-Home Worksheet—**Weekly Goal Guide** for the next four weeks, and other relevant Worksheets, and administer any relevant post-tests



Note to facilitators: An optional **Certificate of Completion** is available at the end of this session in a fillable PDF format. A labelling of the data fields follows the blank certificate.

1. Check-in

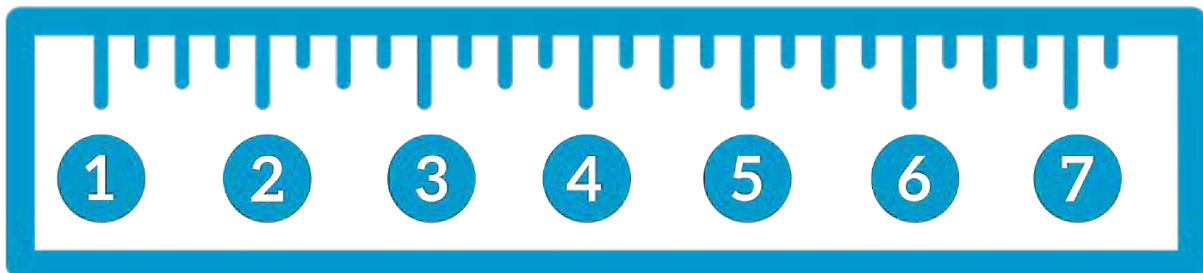
- Write/share the agenda on the board or shared screen; write/share the check-in questions on the board or shared screen.
- Reinforce for arriving on time and bringing back the folder.

Check-in Questions

Ask participants to answer the four questions. Spend time discussing if homework is not complete or the folder has been lost. Reinforce for all attempts.

1. What is your long-term goal (where would you like to be one year from now)?
2. What is your 3-month goal?
3. Can you please share your At-Home Worksheet, Weekly Goal Guide (what you assigned for yourself and what you completed)?
4. “What is your **Motivation Rating** and **Importance Rating** today on a scale of 1 to 7?” (Scale 1; “Not at all motivated” – 7; “the most motivated”)

Motivational Rating on a Scale of 1-7



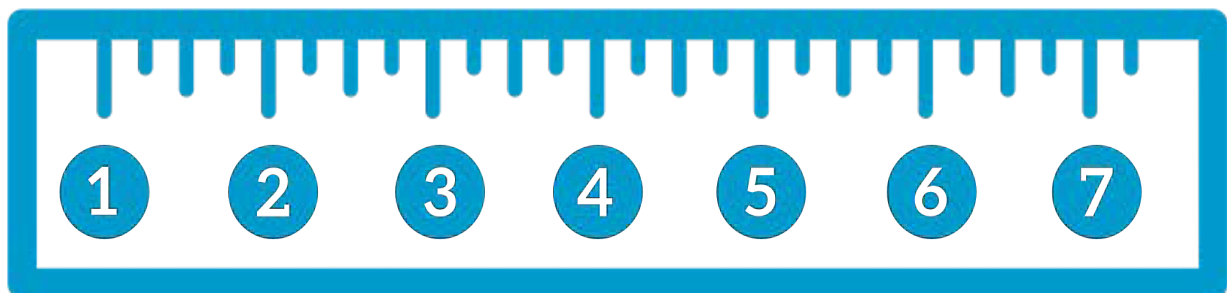
Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.” (Further the **Change Talk**.)

Importance Ruler



Not at all important

Somewhat important

Extremely important

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

2. Construct a Realistic Weekly Plan

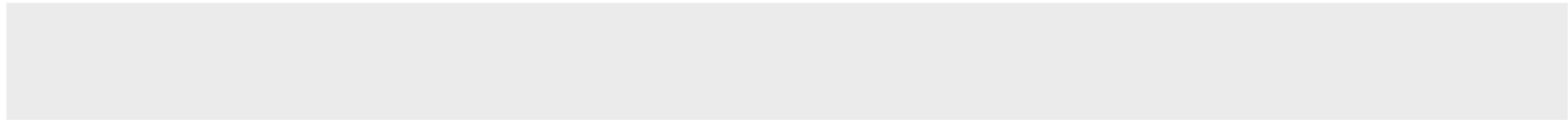
Facilitator-led activity: Discuss previous weeks since participants' final weekly MI-CBT session.

- Ask about progress and obstacles.
- Assess use of cognitive and behavioral skills, as well as any self-monitoring.
- Listen for sustain talk and **defeatist beliefs**.
- Engage in role-playing, cognitive restructuring, problem-solving, and decision-making as needed.

Carefully construct a realistic weekly plan for the next several weeks until the next Booster Session. (**Weekly Goal Guide** Worksheets for the four weeks are provided below.) Perhaps schedule check-in phone calls or texts. Ask for ways that participants can reward themselves and help ensure they are accountable to their goals (engage support of family members, write reminder post-its, for example).

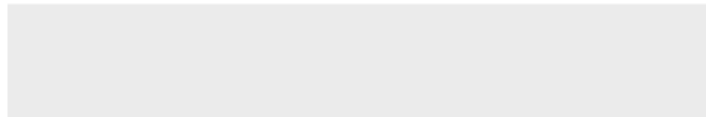
Increasing Members' Planned Action for Community Thriving (IMPACT)

Presented To



Certificate of Completion

for Successful Completion of the **Motivational Interviewing —Cognitive Behavioral
Therapy Program**



MI-CBT Motivational Interviewing
Cognitive Behavioral Therapy

Increasing Members' Planned Action for Community Thriving (IMPACT)

Presented To

Participant name

Certificate of Completion

for Successful Completion of the **Motivational Interviewing —Cognitive
Behavioral Therapy Program**

MM/DD/YY

Facilitator name, title and signature

MI-CBT Motivational Interviewing
Cognitive Behavioral Therapy

At-Home Worksheet—Week 1 Goal Guide

Name: _____

Date: _____

Three-month goal: _____

Create your small steps for this week (one to two goals):



1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

Step 1.

Step 2.

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's							
OUTCOME (What happened)							

At-Home Worksheet 2—Weekly Goal Guide

Name: _____

Date: _____

Three-month goal: _____

Create your small steps for this week (one to two goals):

Step 1. _____ **Step 2.** _____



1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's							
OUTCOME (What happened)							

At-Home Worksheet 3—Weekly Goal Guide

Name: _____

Date: _____

Three-month goal: _____

Create your small steps for this week (one to two goals):



1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

Step 1.

Step 2.

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's							
OUTCOME (What happened)							

At-Home Worksheet 4—Weekly Goal Guide

Name: _____

Date: _____

Three-month goal: _____

Create your small steps for this week (one to two goals):



1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

Step 1.

Step 2.

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's							
OUTCOME (What happened)							

Appendix A: Glossary of Terms Used

Ambivalence: Ambivalence is a normal and natural part of change. Motivational Interviewing (MI) helps individuals resolve **ambivalence** about making behavioral changes by strengthening their own motivation for, and commitment to, change. Behavioral change is proposed to occur through a series of steps, and MI specifies therapeutic strategies to work with participants at their current level of readiness for change and help them progress toward higher levels of motivation, self-efficacy, and commitment to desired changes.

Change Talk: MI employs open-ended questions to elicit **Change Talk** about potential intervention targets and small behavioral steps toward goals. **Change Talk** includes desire, ability, reasons, need, and commitment. Questions such as these might elicit **Change Talk**, which can then serve as prompts for therapist reflection or requests for amplification.

For example, *“What’s the best thing that could happen if you attended a 12-step program in your neighborhood and met some new friends?”* or *“Why would you want to consider applying for a job?”*

Defeatist beliefs: In the CBT model, motivational deficits (as seen in schizophrenia and depression) are thought to be influenced by **defeatist beliefs** (e.g., “why bother trying if I won’t be perfect”). This Program emphasizes reducing defeatist beliefs to increase intrinsic motivation to sustain behavioral change and includes helpful strategies for addressing them.

Unhelpful thoughts: This term describes thoughts that get in the way of the participant’s goal. This facilitator guide addresses unhelpful thoughts throughout the sessions with therapeutic strategies to identify unhelpful cognitions, challenge and modify those cognitions, and engage in behavioral activation exercises to enhance functioning.

Facilitator: The term facilitator is used to describe persons with graduate training in a mental health field such as counselling, psychology, social work, rehabilitation, occupational therapy, among others with the requisite skills to provide an MI-CBT program with proficiency and fidelity to the manual. Trainers, students, and people with lived experience may act as co-facilitators.

Participants: This manual uses the **participants** to describe patients, clients, Veterans, and other persons and groups who may take part in MI-CBT therapy.

Appendix B: Role Play Guidance

Steps for the Role Play



1. Clarify the identity of the support person and how the support person can help the participant meet their goal.
2. The facilitator models the part of participant and the participant models the part of the support person.

Using clear nonverbal and verbal communication, the facilitator informs the support person about the goal and the request for assistance.
3. The facilitator asks the participant to reflect on what was useful. Switch parts.
4. The facilitator asks the participant to play themselves while the therapist plays the potential support person.
5. The facilitator provides feedback on what participant did well in this role play before pointing out areas for improvement. Brainstorm different responses the support person might give and use MI to help participant prepare thoughts/actions in response.

Appendix C: Overview of MI

A. Comprehensive Review of Motivational Interviewing (MI)

There are two major goals when delivering MI: the first is to develop a strong working alliance, or therapeutic relationship, and the other is to create an atmosphere in which the participant can engage in **Change Talk**. The former has to do with engaging the participant, and the latter is unique to MI and involves the participant verbalizing the benefits to making changes.

Ambivalence is the key to change, and it is a normal and natural part of change. The focus of MI is to manage the **ambivalence** and acknowledge that the participant has co-existing and conflicting feelings about making the change: “I want to, but I don’t want to.” The goal is for the facilitator to “tap” into the “change” side of the **ambivalence** by allowing the participant to verbalize the reasons for changing and avoid setting up the situation in which the participant is arguing for the “not change” side of the **ambivalence**.

This idea comes from the **Self-Perception Theory**: “The more a person argues on behalf of a position, the more he or she is committed to it.” That is, we believe what we hear ourselves say. Our goal, therefore, is to have the participant “argue” for the reasons to make changes. In addition, when a person publicly takes a position, in this case for engaging in therapy, their commitment to that position increases. The major thing we want to avoid as facilitators is to set up the dynamic where the participant is arguing for not changing, which occurs when the participant feels like they are being forced or pressured into making a change. This is based on the concept of **Reactance**, where there is an *increase* in the rate and attractiveness of a “problem” behavior when a person perceives that his or her personal freedom or decision-making is being infringed upon, challenged, or threatened. It is where the person essentially does the opposite of what they are told to demonstrate free-will and independent decision-making.

The objective of MI, therefore, is to use MI principles and strategies to allow the participant to say what the facilitator wants to tell them: The benefits of making the

change and the costs of staying the same.

When delivering MI, there is always a **Target Behavior**, something we want the participant to do more/less of, sooner, or more frequently. It is important to identify the target behavior to help the facilitator strategically use MI skills. That is, an MI facilitator does not haphazardly reflect and affirm all the participant's statements, but rather uses the skills selectively to guide the participant towards the target behavior.

Change Talk is the unique essence of MI and is what is used to move the participant towards the target behavior. There are different “types” of **Change Talk** that the facilitator is listening for the participant to verbalize:

- Problem recognition/awareness
- Concern about the problem
- Potential benefits of change
- Costs of not changing

The opposite of **Change Talk** is **Sustain Talk**, that is, the reasons for staying the same and not changing.

B. The MI Spirit: Engaging the Client (PACE)

Partnership:

- Collaboration, Negotiation, Non-authoritarian stance

Acceptance:

- Unconditional positive regard
- Acceptance
- Affirming

Compassion:

- Pursue participant's best interest

Evocation:

- Draw out the participant's own desire and reasons for changing

Cultivating Change Talk: OARS

Open-ended Questions: Allows the participant to do the talking and so by doing, allows for **Change Talk**.

Affirmations: Noting and acknowledging the participant's actual and specific behaviors and acts that are consistent with the target behavior.

Reflective Listening: This is the major and most important MI tool. The facilitator can reflect feelings, speech, facial expressions, and behavior. In making **Reflections**, the facilitator makes "presumptions" and verbalizes "hypotheses" of what the participant may be saying; that is, the goal is to reflect the meaning behind the participant's statement.

There are different "**Levels**" of **Reflections**:

Simple:

- **Repeating** - simply repeat what was said
- **Rephrasing** - slight rephrase/synonyms

Complex (which is the therapist's goal):

- **Paraphrasing** - infer meanings/new words
- **Reflection of Feeling** - emotional dimension

There are other "Styles" of **Reflections** that the facilitator can use to cultivate **Change Talk**, side-step avoidance talk, and manage resistance (discord):

- Amplified, Double-Sided, Metaphor, and Unspoken Emotion.

Summarize: This technique is used to collect then summarize back to the participant the **Change Talk** statements that have been made. Also, summarizing allows for "linking," where the facilitator makes "connections" for the participant that they may not be fully aware of. Facilitator: "*When you are willing to take a*

class, you get closer to your goal of getting a job.” Here, the facilitator “links” the participant’s immediate behavior with positive consequences. Finally, summarizing allows for the transitioning to another topic.

NOTE TO FACILITATORS: Ask-Offer-Ask is a very useful way for the facilitator to impart information, point out inconsistencies on the part of the participant, and provide suggestions or input. It works by first eliciting the participant’s permission to offer information, an observation, or suggestion. Then, the facilitator provides that information. The second elicit is to inquire about the participant’s reaction to the observation or suggestion. This is a respectful and courteous way to impart information to the participant while at the same time maintaining the therapeutic relationship and demonstrating the **MI Spirit** (e.g., partnership and acceptance).

C. Resistance, Updated

In MI, the concept of **Resistance** has been replaced by two other concepts: **Sustain Talk** and **Discord**. The concern about “resistance” is that it is seen as something “inside” or “about” the participant. The facilitator may say: “*They are just a resistant participant,*” and therefore there is a sense on the part of the facilitator that there is little that can be done because “*that is the way the participant is.*”

On the other hand, there is something the facilitator can do to address **Sustain Talk** and **Discord**. As noted, the concept of **Sustain Talk** reflects one side of the **ambivalence** (the “no change” side) and is represented in this intervention when the participant verbalizes the benefits of not changing and the costs of changing (i.e., avoidance talk). The idea of **Discord** has to do with the working relationship (i.e., therapeutic alliance), specifically that there is a “rupture” in the relationship and the participant does not feel like there is an alliance or a partnership. The way to address **Discord** is to focus on the **MI Spirit** (partnership and acceptance) and using more of the **OARS**, especially reflective listening.

Ways to handle Sustain Talk

1. Simple Reflections: One good general strategy is to respond with non-resistance. A simple acknowledgement of the client's disagreement, emotion, or perception can permit further exploration rather than defensiveness, thus avoiding the confrontation-denial trap.

"You're right, you can't change the past."

2. Double-Sided Reflection: Acknowledge what the client has said and add to it the other side of the participant's **ambivalence**. This requires the use of information that the participant has offered previously, though perhaps not in the same session.

*"You're kind of dreading therapy, **and yet** there's a part of you who's excited about making a change."*

"You don't entirely buy this therapy stuff, and yet there's some hope that things can improve."

3. Amplified Reflections:

"So, there has never been a time (in your life) that you have successfully faced a difficult situation...?"

(Be sure it is a **Reflection** and not a closed question.)

If still "none," facilitate **AOA**:

A1: *"Can I (or other participants) offer some possible situations?"*

O: Offer a situation from the military, interpersonal, educational, or occupational.

A2: *"What's your response?"*

4. Agreement with a Twist: Offer initial agreement, but then add a slight twist or change of direction. This retains a sense of concurrence between the facilitator and participant and allows the facilitator to continue influencing the direction and momentum of change.

“You feel anxious about being around others, and yet when you have associated with others in the past you felt better about yourself.”

“You feel anxious about going out, and yet when you have in the past you had a good time.”

5. Asking the participant what they want: Sometimes the participant's priorities differ from the priorities of others (including the facilitator). A participant will likely be more willing to discuss issues that are important to them. **Ambivalence** can be reduced, therefore, by having the participant decide on the theme of the interaction. This may require some structure on the part of the facilitator by offering options for the participant to consider, all of which are consistent with the protocol.

6. Emphasizing Personal Choice and Control: When people think that their freedom of choice is being threatened, they tend to react by asserting their liberty (e.g., "I'll show you; nobody tells me what to do"). This is called **Reactance**. Probably the best antidote for this reaction is to assure the person of what is certainly the truth that in the end, it is the participant who determines what happens. An early assurance of this kind can diminish **Reactance**.

D. Promoting Change Talk

As noted, **Change Talk** is the essence of MI, and the goal in MI is to listen for, elicit, and respond to positive Change Talk.

Here are some **Change Talk** examples that the facilitator listens for during a session:

- Problem Recognition/Awareness: Avoidance causes problems.

“I don’t have much to do with my time. I don’t feel productive.”

- Concern about the problem: Avoidance causes distress.

“I feel guilty and ashamed when I don’t have money to help my family.”

- Benefits of Change.

“I will fill better about myself if...”

- Costs of Not doing anything.

“As long as I stay uncommitted...”

E. Evoking Change Talk

By using the MI basics, **OARS** and **AOA**, talk will occur spontaneously as the participant discusses their **ambivalence**. However, because we want the maximum amount of **Change Talk**, there are strategies we can use to evoke it:

- Ask Evocative Questions, Ask for **Elaboration** & Examples, Look Back, Look Forward.
- Use the Motivation Ruler and Branching.

1. Ask Evocative Questions

“What are your concerns about keeping the status quo?”

If “none,” use an amplified **Reflection** (not a closed-ended question).

“So, there are (absolutely) no concerns about keeping the status quo...”

“There is (absolutely) no other way you can manage this...”

If still “none,” do **AOA**:

A1: *“Can I offer some possible concerns/options?”*

O: Suggest concerns (and/or elicit from teammate) and options.

A2: *“What’s your response?”*

“How would taking a class impact your (self-esteem, confidence, social life)?”

“How would making this change fit with who you are?” (Link change with that which they value or prize.)

“I’d be a better role model for my kids.”

“It would show that I don’t back down.”

“It would show that I have a strong faith.”

2. Ask for Elaboration or Examples

When a **Change Talk** theme emerges, ask for more detail, examples, or facts:

- What time of the day would you go?
- What route would you take?
- How would you afford it?

For each:

- Why one choice over another?

Try to make the **Elaborations** and examples as specific and concrete as possible.

3. Look Back

*“What did you **notice** when you engaged in positive behaviors in the past?”*

If given negatives, ask one to two more times for benefits or positives.

“What else did you notice?”

“What else?”

If nothing, reflect a “negative,” then ask specifically for a benefit or positive.

If still nothing, ask teammate.

If even still nothing, do **AOA**.

4. Look Forward

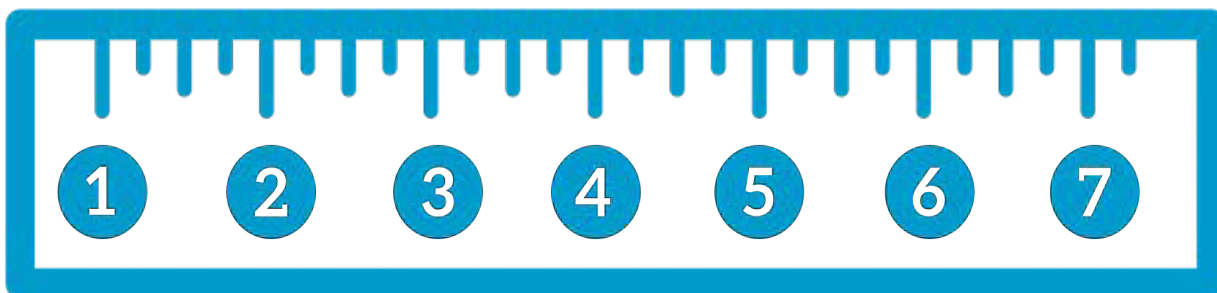
- If you were to engage in productive behaviors in the future, what would you notice?
- If given negatives, repeat from #3 above.

5. Use the **Motivation Ruler**

Ask the participant:

"On a scale from 1 to 10, how motivated are you to change, where 1 is no motivation to change and 10 is extremely motivated to change?"

Motivation Ruler



Not at all motivated

Somewhat motivated

Extremely motivated

Follow-up questions:

"Why are you a ____ and not a [next lower number]?"

"What would have to happen for you to move from a to a [next higher number]?"

Do the same thing with "confidence" instead of motivation.

6. Branching

Using **Branching**, the facilitator elaborates the benefits resulting from an initial change that "branches out" to very specific consequences.

F. Responding to Change Talk

EARS is the way the therapist responds to **Change Talk**:

- **Elaboration**: Ask the participant for details and examples.
- **Affirming**: Affirm the participant's efforts and statements.

- **Reflect:** Reflect the participants **Change Talk**.
- **Summarize:** Gather together and feed back to the participant their **Change Talk** statements.

This is adapted from Miller, W.R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change and grow* (4th Ed.). New York: The Guilford Press.

Appendix D: Fillable PDF Worksheets

1. In-Session 1 Worksheet—**Areas to Improve**
2. In-Session 2 Worksheet—**Reasons for Wanting to Achieve My Goal**
3. Session 2 At-Home Worksheet—**Think About It. Assessing My Goal**
4. Session 3 At-Home Worksheet—**Focusing on My Goal**
5. In-Session 4 Worksheet—**Goal Ladder**
6. At-Home Worksheet—**Weekly Goal Guide** (applicable to multiple sessions)
7. Session 6 At-Home Worksheet—**Sharing My Goal with Someone in My Life**
8. Session 7 At-Home Worksheet—**Thought Record Log**
9. In-Session 8 Worksheet—**CBT Triangle**
10. In-Session 9 Worksheet—**Avoid Jumping to Conclusions**
11. In-Session 10 Worksheet—**5-Step Problem-Solving Method**
12. In-Session 10 Worksheet—**Step 1-3 of the 5-Step Problem-Solving Method**
13. Session 11 Worksheet—**Steps 4 & 5 of the 5-Step Problem-Solving Method**
14. Certificate of Completion
15. Booster At-Home Worksheet—**Week 1 Goal Guide**
16. Booster At-Home Worksheet—**Week 2 Goal Guide**
17. Booster At-Home Worksheet—**Week 3 Goal Guide**
18. Booster At-Home Worksheet—**Week 4 Goal Guide**

Name: _____

In-Session 1 Worksheet—Areas to Improve

Date: _____

Imagine what your ideal life would look like. What areas would you like to improve?
 Read the list below and below and number the three that are the most important to you
 in order of importance, 1, 2, 3.

Work	Apply for employment or do better at my job	
	Find a volunteer job	
Education	Have more structure in my days/attend groups or classes	
	Take lessons in something that interests me	
	Get a Diploma/Go back to school	
Health	Join a 12-step group	
	Go to a park to walk, relax, exercise/Become more fit.	
Hobby	Take lessons in something that interests me (computer, cooking, drawing)	
	Start a hobby in the community	
Independence	Get a car/bike/more independent transportation	
	Learn to budget money/Open a bank account	
Connections	Meet a significant other/Go on a date	
	Make a friend/Talk and socialize more	
	Visit a family member/Reconnect with family/friend	
	Help take care of a family member	
Other		

In-Session 2 Worksheet—Reasons for Wanting to Achieve My Goal Name: _____
 Date: _____

My goal: _____

Checkmark all that apply to your goal.

	I would have more money for things
	I would feel better about myself
	I would be healthier
	I might be a better parent/friend/neighbor
	I would get more done
	I could buy the things I want
	I would look better
	I might live longer
	I would feel less stressed
	I would have more independence
	I would be less lonely
	I would have more self-esteem
	I could get around town independently
	My body would be healthier
	I would get along better with my family
	My physical appearance would be improved
	My family and friends would have a more positive view of me
	I would be less likely to get in trouble with the law
	I could save up money to buy something I really want
	I would benefit from having more structure in my days
	I would feel a sense of purpose
	I wouldn't feel bad or sick from hangovers
	I would start to have meaningful relationships
	I would feel that I would be able to help my community
	I could learn about topics that interest me
	I would live a life that is less risky
	I would feel like I am living my life according to my values
Other	

Session 2 At-Home Worksheet— Think About It. Assessing My Goal

Name: _____

Date: _____

The area of my life I would like to improve: (Check one)

Work Education Health Hobby Independence
Connections Other

The first specific goal I want to work on is:

How long have you been thinking about this goal? (Check one)

Days Weeks Months Years

Have you tried to reach this goal before? Yes No If yes, what happened?

Who, in your life, will support this goal?

Who, in your life, will NOT support this goal?

How can your family and friends help? (Be specific)

How can your family and friends hurt your progress? (Be specific)

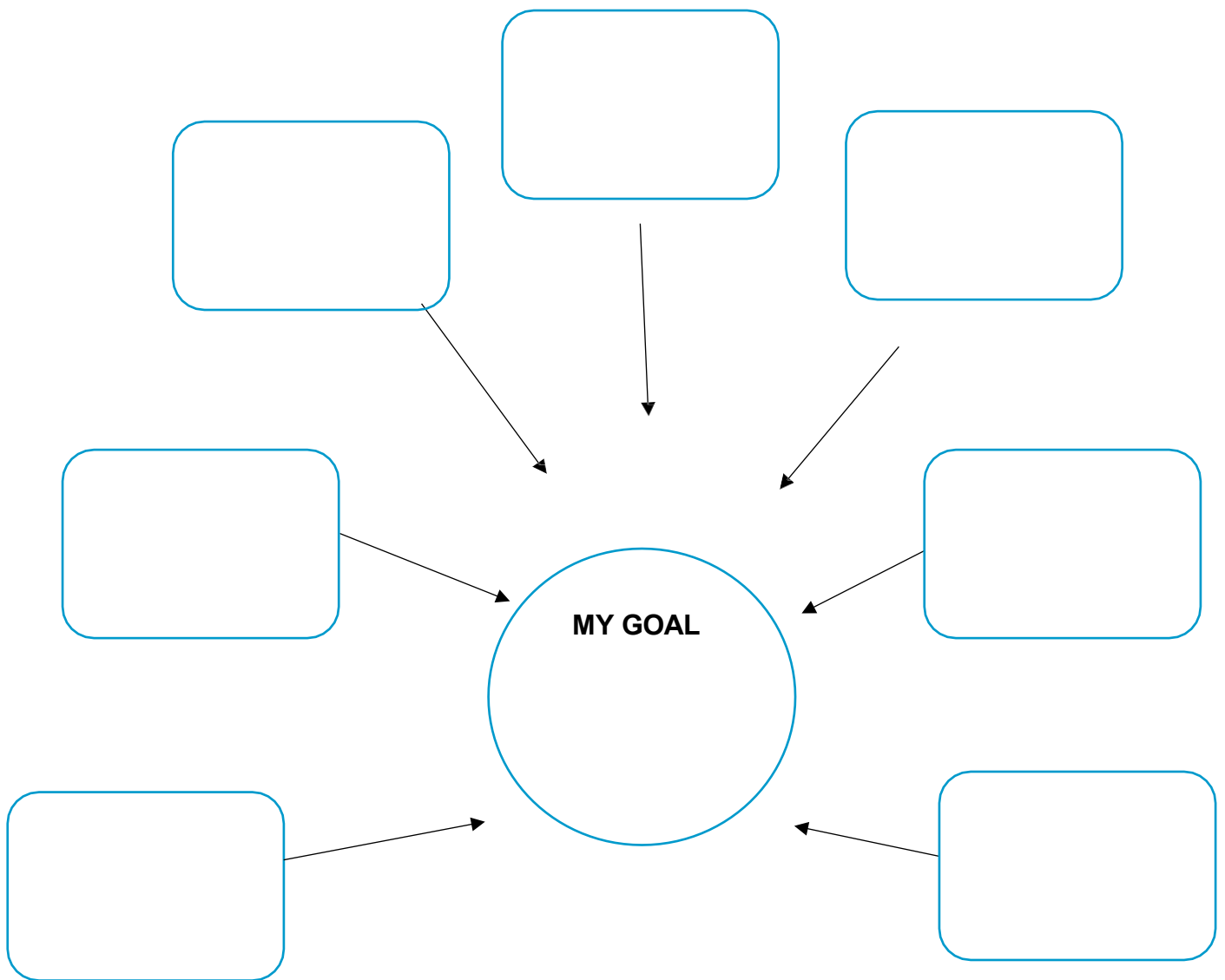
What (if any) are the resources that can help you reach this goal?

Session 3 At-Home Worksheet— Focusing on My Goal

Name: _____

Date: _____

Write your 3-month goal in the center. Add the small steps you might take toward reaching your goal in each of the boxes branching out from your goal. You can make the diagram as detailed as you want. We will discuss the steps in more detail during our next session; however, think about what might be a good starting point.

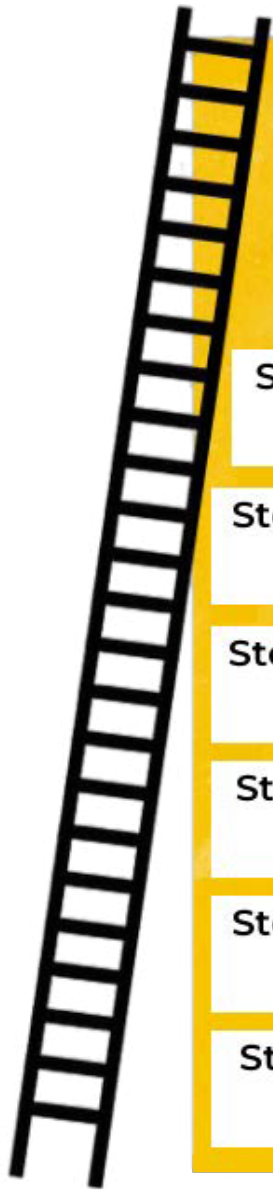




What steps can you take to reach your 3-month goal this year?



3-MONTH GOAL:



Step 8:

Step 7:

Step 6:

Step 5:

Step 4:

Step 3:

Step 2:

Step 1:



START HERE

At-Home Worksheet—Weekly Goal Guide

Name: _____

Date: _____

Three-month goal: _____

Create your small steps for this week (one to two goals):



1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

Step 1. _____ **Step 2.** _____

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's							
OUTCOME (What happened)							

Session 6 At-Home Worksheet—

Name: _____

Sharing My Goal with Someone in My Life

Date: _____

Checkmark the person that you will talk to about your goal:

Psychiatrist

Therapist

Other doctor

Family member

Friend

Neighbor

Case worker

Other:

Before you talk to the person, answer the following questions:

The specific goal I will talk about is:

What is the goal for 3 months from now?

What are the specific steps I need to take to reach the goal:

How long have you been thinking about this goal? (Check one)

Days

Weeks

Months

Years

Have you tried to reach this goal before? Yes

No

If yes, what happened?

Sharing My Goal with Someone in My Life, continued.

What ways can the person help you reach the goal (be specific)?

When will you talk about your goal (be specific with a day and time):

After you talk to the person, answer the following questions:

What did your support person say when you told them your goal?

Do you feel more motivated or less motivated towards your goal after sharing it? (Check one) More Less

Do you think your doctor/family member will be helpful or hurtful in your progress toward your goal? (Check one) Helpful Hurtful

How?

**Session 7 At-Home Worksheet—
Thought Record Log**

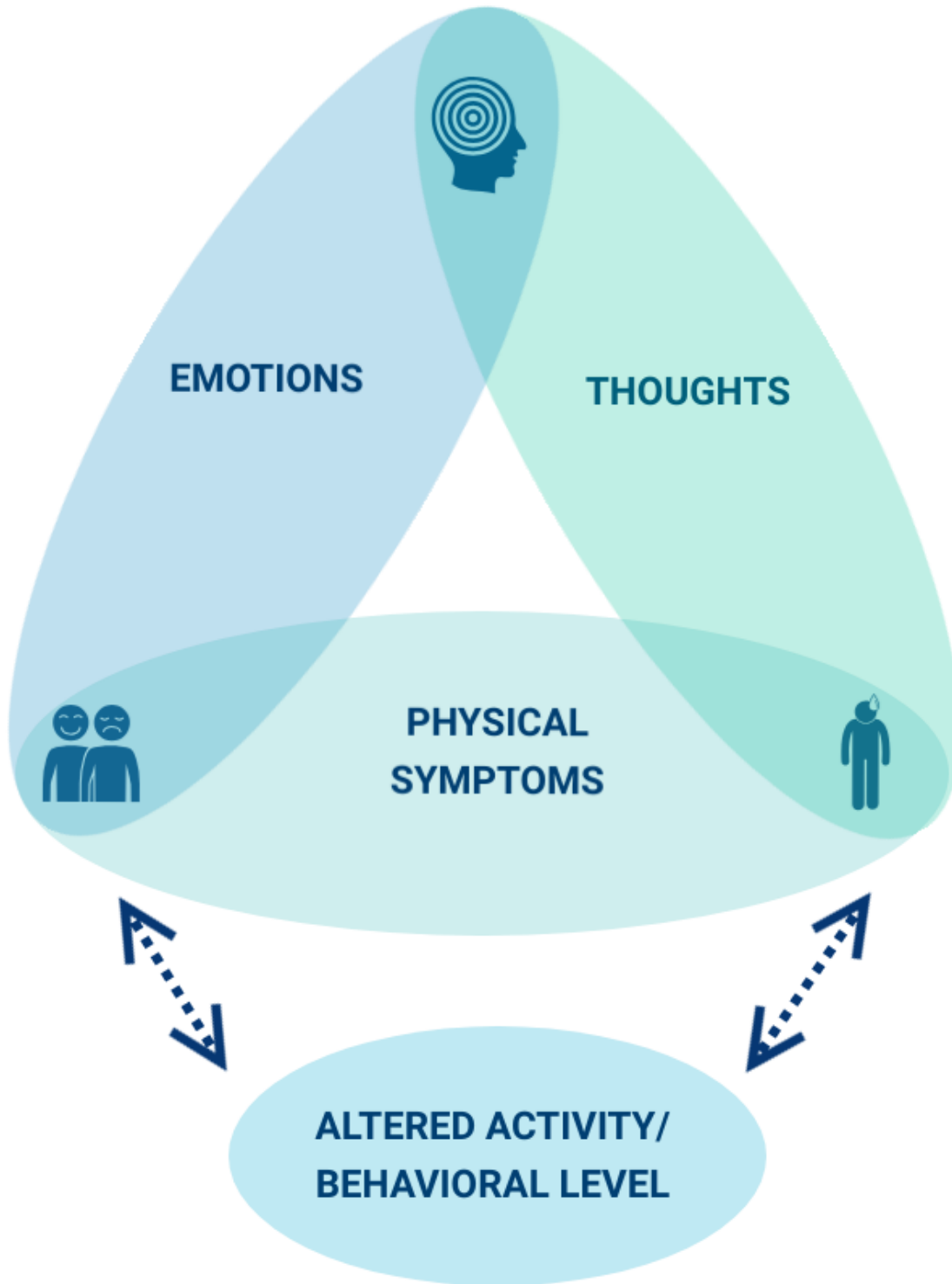
Name: _____

Date: _____

Situation	Thoughts	Body Sensations	Emotions
<i>Who's involved? What day? Where? When?</i>	<i>What's going through your mind (thoughts and images)?</i>	<i>What feelings did you experience in your body?</i>	<i>What emotions came up?</i>

In-Session 8 Worksheet—CBT Triangle

SITUATION: _____



In-Session 9—Worksheet
Avoid Jumping to Conclusions

Name: _____

Date: _____

Disappointing or Distressing Situation	Your Usual Explanation When you Jump to a Conclusion	One Alternative Explanation	Another Alternative Explanation
Example: <i>My partner is short with me.</i>	Example: <i>I'm irritating him.</i>	Example: <i>He had a hard day at work.</i>	Example: <i>He got stuck in traffic.</i>



In-Session 10 Worksheet— 5-Step Problem Solving Method

Name: _____

Date: _____

1 Identify the problem. Be specific.

Watch ★ Listen ★ Remember details ★ Ask the “W” questions

Who was Involved?

What happened?

Where did it happen?

2 Describe the problem. Remember the equation: *Problem = Goal + Obstacle*

Problem	Goal “I want...”	Obstacle “but...”

3 Think of ideas for solutions.

Brainstorm four or five ideas of things you can do to reach your goal or get rid of the obstacle.

1.
2.
3.
4.
5.

Weigh the pros and cons; choose the best solution for you. I choose idea #

4 **Evaluate ideas** by thinking of advantages and disadvantages of each.

IDEA	Advantages (+) Pros?	Disadvantages (-) Cons?

)!GHd'DfcV'Ya 'Gc`j]b['A Yh cX'Wtbi]bi YX"

5 Ú` á@Á^æá ç Á&ç } È•â * Áç]|[]|æ Á^àç(á) áÁ[] È^àçÁ \á] È

Fc`Yd`UmÁ [~ | Á&ç • ^ } Á [| ç] Á ^ - | ^ Á ~ çá * Áç ç Á&ç } È
Ü^ { ^ { à ^ | Á [æ ^ Á ç ^ áã { Á ç | { ^ D | Ô | æ Á] ^ æ á * LÁ [• ç | ^ LÁ
Ò ^ Á ç } ç&ç



D`Ub` , @ } Áç áÁ @ ! ^ Á [~ Á ç] Á ~ çÁ [~ | Á^æá ç Á&ç } Á

Öæ Á

vā ^ Á

Ú|æ^ Á



9j Ui Uh. Öæ Á [| ç ^ Á [~ | Á] | à ^ { ÑÁ

ÿ^•Á

Á

Á [Á








Session 10 At-Home Worksheet— Steps 1-3 of the 5-Step Problem-Solving Method

Name: _____

Date: _____

1 Identify the problem. Be specific.

Watch  Listen  Remember details  Ask the “W” questions

Who was Involved?

What happened?

Where did it happen?

2 Describe the problem. Remember the equation: *Problem = Goal + Obstacle*

Problem	Goal “I want...”	Obstacle “but...”

3 Think of ideas for solutions.

Brainstorm four or five ideas of things you can do to reach your goal or get rid of the obstacle.

1.
2.
3.
4.
5.



In-Session 11 Worksheet— 5-Step Problem Solving Method

Name: _____

Date: _____

1 Identify the problem. Be specific.

Watch ★ Listen ★ Remember details ★ Ask the “W” questions

Who was Involved?

What happened?

Where did it happen?

2 Describe the problem. Remember the equation: *Problem = Goal + Obstacle*

Problem	Goal “I want...”	Obstacle “but...”

3 Think of ideas for solutions.

Brainstorm four or five ideas of things you can do to reach your goal or get rid of the obstacle.

1.

2.

3.

4.

5.

Weigh the pros and cons; choose the best solution for you. I choose idea #

4 Evaluate ideas by thinking of advantages and disadvantages of each.

IDEA	Advantages (+)	Disadvantages (-)
	Pros?	Cons?
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

5-Step Problem Solving Method continued.

- 5** Put the idea into action, using appropriate verbal and non-verbal skills.

Roleplay your chosen solution before putting it into action.

Remember: Voice (medium volume); Clear speaking; Posture;
Eye contact



Plan when and where you will put your idea into action:

Day:

Time:

Place:



Evaluate: Did it solve your problem?

Yes

No



Increasing Members' Planned Action for Community Thriving (IMPACT)

Presented To

Certificate of Completion

for Successful Completion of the **Motivational Interviewing —Cognitive Behavioral
Therapy Program**

MI-CBT Motivational Interviewing
Cognitive Behavioral Therapy

Booster At-Home Worksheet—Week 1 Goal Guide

Name: _____

Date: _____

Three-month goal: _____

Create your small steps for this week (one to two goals):



1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

Step 1.

Step 2.

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's							
OUTCOME (What happened)							

At-Home Worksheet 2—Weekly Goal Guide

Name: _____

Date: _____

Three-month goal: _____

Create your small steps for this week (one to two goals):

Step 1.

Step 2.



1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's							
OUTCOME (What happened)							

At-Home Worksheet 3—Weekly Goal Guide

Name: _____

Date: _____

Three-month goal: _____

Create your small steps for this week (one to two goals):



1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

Step 1.

Step 2.

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's							
OUTCOME (What happened)							

At-Home Worksheet 4—Weekly Goal Guide

Name: _____

Date: _____

Three-month goal: _____

Create your small steps for this week (one to two goals):



1. Work to complete all your TO-DO's during the week.
2. Write in the OUTCOME boxes whether you completed them.
3. Describe any obstacles that came up.

Step 1.

Step 2.

	MON	TUE	WED	THU	FRI	SAT	SUN
TO-DO's							
OUTCOME (What happened)							