

ROUTES TO RECOVERY PART 7

The BTEI group motivation manual:
getting motivated to change



Getting motivated to change

A collection of materials for leading therapeutic sessions that build motivation and readiness for change.

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Treatment effectiveness initiatives

The National Treatment Agency's treatment effectiveness strategy (NTA, 2005) was launched in June 2005. It incorporates mechanisms and initiatives to improve the effectiveness of drug treatment, in line with the Government's National Drug Strategy objectives. The strategy identifies treatment engagement and delivery as areas where the quality of interventions could be improved. Effective Care Planning is proposed as one mechanism by which treatment quality can be both improved and measured.

This project is a collaboration between the NTA, Texas Institute of Behavioral Research (IBR at Texas Christian University) and The University of Birmingham. It proposes a method of Care Planning that builds on an evidence-based model of service improvement adapted for use in England. The model is summarised in Simpson (2004) and the IBR publication *Research Roundup* (Fall-Winter 2004/05) Volume 14 (see www.ibr.tcu.edu).

A wide variety of Node-Link Mapping materials are available as Adobe PDF® files for free, easy downloads at www.ibr.tcu.edu.

This manual is an adaptation of material first produced by TCU Institute of Behavioral Research (www.ibr.tcu.edu), together with new material developed at the University of Birmingham. TCU has granted the University of Birmingham permission to adapt their material for the purpose of producing and publishing this manual.

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Group leader check list

- Make arrangements for leading the motivation group once a week for four weeks, allowing about two hours for each meeting
- Review session materials for key points and pacing. Practice using the mapping format to record group ideas
- Read and review 'Motivational interviewing' strategies and recommendations (see Resources, page 59)
- Have an erasable board or flip chart and paper available
- Make copies of the session worksheets and handouts in the Participant Handout sections for group members
- Prepare two-inch slips of paper (white or coloured) for participants to use as 'Tip Slips' (mini-evaluations).

Part 1

The basics of motivation

'The basics of motivation' helps clients begin to think about aspects of motivation that govern decisions to change behaviour. It utilizes node-link mapping and related cognitive strategies (see 'Mapping the Journey') to engage clients in discussions of motivation. As part of this introductory process, clients are invited to make a commitment to a behaviour or attitude they are willing to work on and report to the group about over the course of the four sessions in the module. This session features a leader's script, with notes and suggested discussion questions for exploring the meaning of motivation and the ways in which clients develop it and put it into action. The information is explored from a strength-based perspective that encourages clients to consider goals they are willing to work on. In addition to leader materials, handout materials for participants are included at the end of the session.

Source: TCU / Institute of Behavioural Research. Original material, plus cognitive strategies from the Brief Intervention 'Mapping the Journey'.

Step 1

Introduce the session topic.

The subject we will cover over the next few weeks is *motivation*. Other words for motivation include inspiration, enthusiasm, driving force, desire, will, purpose, and incentive. We're going to put motivation under the microscope and examine it, so to speak. That's because this thing called 'motivation' has fascinated human beings ever since human beings have been around.

For example, Leonardo da Vinci defines the problem this way:

"I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do."

And from the ancient Greeks (Aristotle), an idea about how to fix it:

"First, have a definite, clear practical ideal; a goal, an objective. Second, develop the necessary means to achieve your ends – wisdom, patience, materials, and methods. Third, adjust all your means to that end."

Motivation is often discussed in terms of accomplishments, our desires for the future, our dreams, or reaching goals. For example, on one special Saturday once a year players on two football teams are extremely motivated to take home the FA Cup.

We also talk about motivation in terms of making personal life changes, improving our health, sticking with treatment – in other words, being motivated to do the hard work that is usually necessary for making important changes.

For example, John wants to lose weight and start exercising to help control his newly diagnosed diabetes. John prefers to watch movies than workout, his wife is a great cook who loves to fix three-course meals, and his mum expects the whole family every Sunday for a big dinner and a rich desert.

We can see in this example how John will need both motivation and determination to

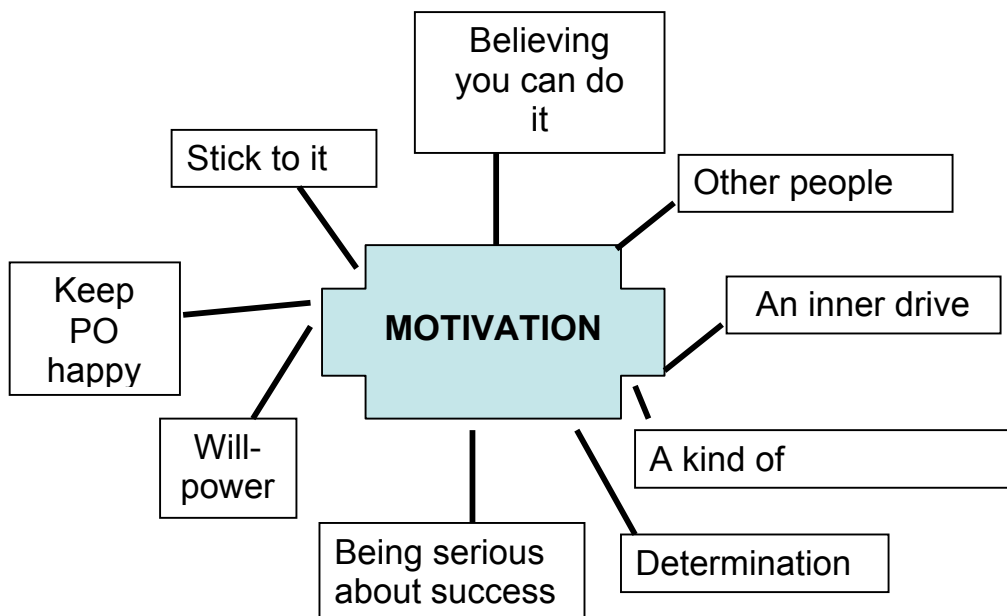
make some changes that will improve his health. A plan or idea about what might work will also help John, along with the self-confidence that he can succeed if he tries. We also get a hint of the notion that the people around us can strongly influence our motivation (both in positive and negative ways).

"I count him braver who overcomes his desires than him who conquers his enemies, for the hardest victory is over self." - Aristotle

To help take the mystery out of motivation, it's helpful to think about how we define motivation and the things that help motivate us. I'm interested in how this group would define *motivation*. What are some ideas?

Step 2

Distribute the 'What is Motivation' worksheet and ask participants to add boxes as the group talks. On the eraser board or flip chart create a group definition of motivation using a node-link mapping format as shown below. Use the group's own words to complete the map. Prompt as needed and add any key points that members might have overlooked:



Use the group's responses to create a working definition of motivation. Summarize the discussion:

The mapped definition we've created points to motivation as being made up of things like: believing we can do it, sticking to it, wanting to please other people (even POs), and inner drive.

Motivation can include a kind of stubbornness, determination, will power and being serious about success.

The dictionary defines motivation as: *A conscious or unconscious need or drive that incites a person to some action or behaviour or goal.*

Lead a brief discussion. Use one or two of these to poll the group:

Who in your life has taught you the most about motivation?

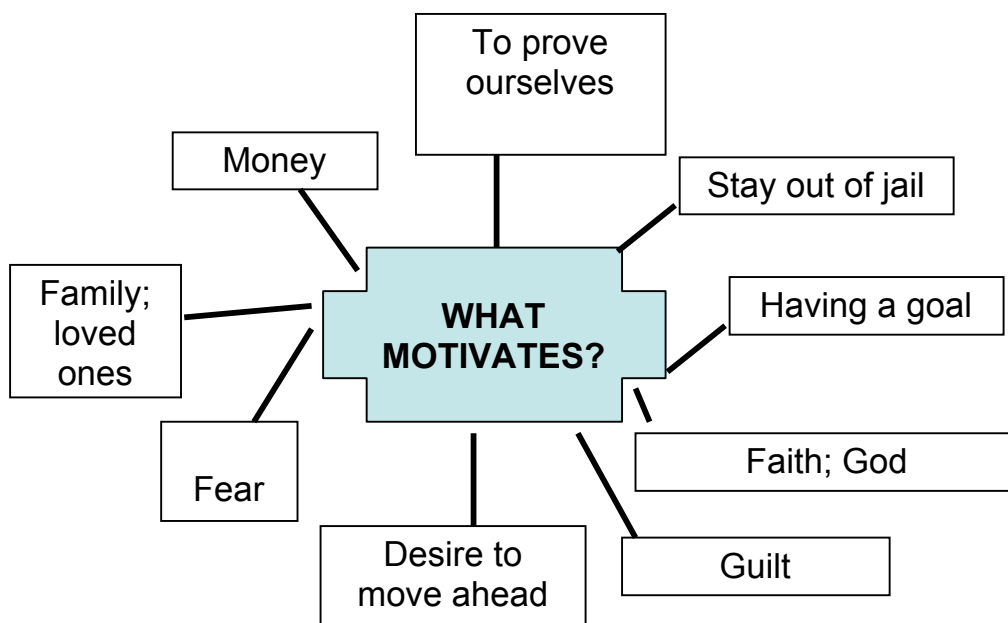
Among your family and friends, who do you see as being highly motivated?

What does this person do that makes you see them as motivated?

Step 3

Distribute the 'What Motivates People' worksheet and ask participants to complete it by adding boxes as the group talks. On the eraser board or flip chart create a summary of what motivates, using a node-link mapping format as shown. Use the group's own words. Prompt and suggest other key ideas as needed.

We've come up with a broad definition for motivation. For this next exercise, let's think about what kinds of things motivate people. Think about people you know of who have made big changes. What do you think motivated them? Equally important is your own personal experiences. What motivates you, both now and in the past, for example?



Summarize the group's ideas about things that motivate people:

It's probably fair to say that different people are motivated by different things at different times in their lives and in different situations. Some of the things we can agree on that motivate people include goals, money, faith, people we love and care about, wanting to do better, wanting to get ahead, or wanting to prove ourselves. We can also be motivated by things like fear, guilt, or avoiding the legal system.

Lead a brief discussion. Use one or two of these to poll the group:

Those times in the past that you were really motivated by something – what did other people notice about you that told them you were motivated?

When you think about people you know who are motivated and get the job done, what could you learn from them?

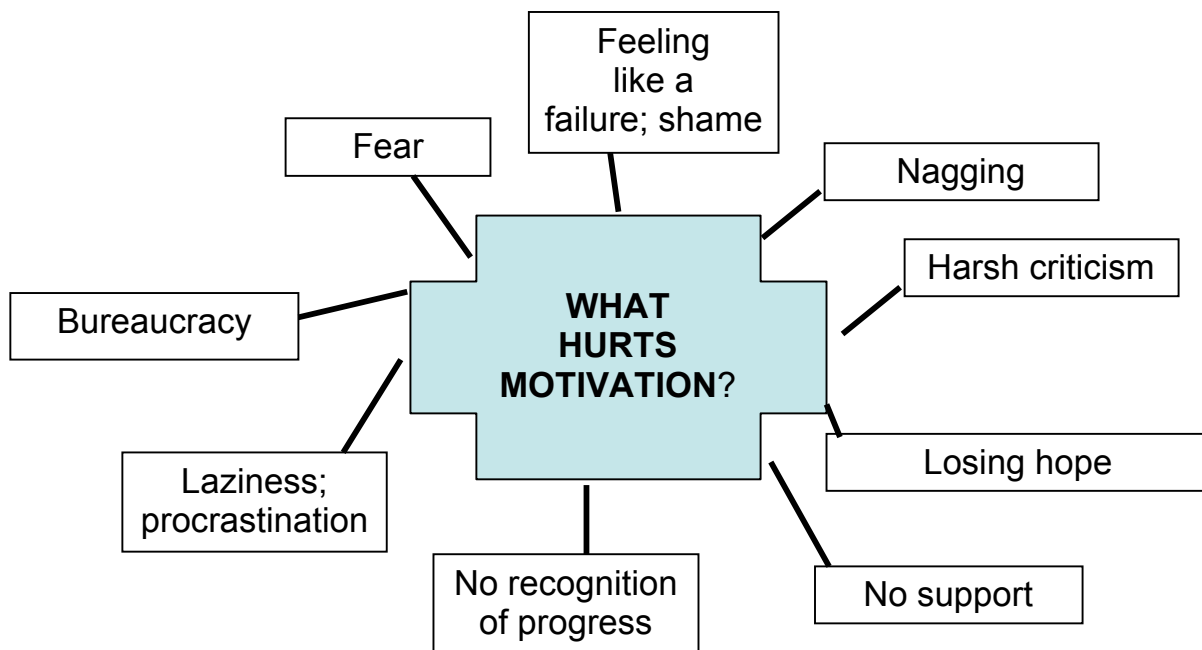
Who motivates you the most when you are working on personal changes or goals? What does this person say or do that is helpful and useful to you?

How do you help motivate other people you care about?

Step 4

Distribute the 'What Hurts Motivation' worksheets and ask participants to complete it by adding boxes as the group talks. On the eraser board or flip chart create a summary of what hurts motivation, using a node-link mapping format as shown. Use the group's own words. Prompt and suggest other key ideas as needed. Ask participants to provide their ideas.

The final idea we want to consider today, on the topic of motivation, is: what kinds of things can hurt or damage motivation? In your experience, what sort of things take the 'wind out of your sails' when it comes to motivation?



Summarize the group's ideas.

Our list or map of the kinds of things that can hurt motivation includes ideas that most people would agree with. Certainly, things that make us feel bad or lose hope can hurt motivation, as can criticism, 'the system', and things other people may say or do.

Lead a brief discussion. Use one or two of these to poll the group:

How come these kinds of things damage motivation?

What can we do to not allow these things to hurt our motivation?

What's the best way to stay motivated when we hit these kinds of roadblocks?

Summarize key points from these mapping exercises on motivation:

As we can see, motivation is made up of many things and it can be impacted by many things. Motivation includes our inward drive, the goals and people that motivate us, and the things others do or say to excite our motivation.

There are also things that can hurt motivation. The group has noted that harsh criticism, nagging, no recognition of progress, and not feeling supported can hurt motivation.

From inside ourselves – feeling like a failure, losing hope, fears and insecurities, and plain old laziness can deter motivation. In some cases, dealing with ‘the system’ or bureaucracy cools off motivation.

It’s fair to say that motivation comes from within us and from outside, and that there are things that nourish motivation as well as things that have a negative impact on motivation. For each of us personally, the key to strengthening motivation will be different. But there are many common factors, too.

These sessions are designed to help you learn more about what motivates you individually and how you can build motivation to accomplish important goals that lead to the future you want to enjoy. For many, this may include making changes in drug and alcohol use as well as other changes you may want to tackle during treatment.

The important thing to focus on is that motivation is not a mystery and it isn’t something people are born with. Motivation is learned and grown, it can be developed and there are things we can do to increase our motivation and put it to work for us.

Step 5

Introduce participants to a process for choosing their ‘target’ or change goal to work on over the next few weeks as part the group.

Almost every person struggles with motivation to get going, make changes, and make those changes long lasting. As part of this group, you are asked to pick one or more changes you are willing to work on over the next few weeks, and pay attention to how you go about making this change.

It is possible to hand someone a recipe for making a cake and that’s it. However, there also are cooking shows that not only give the recipe, but show people the steps as they go along. That’s the approach we are aiming for – learning about motivation as we do the work (make the cake).

The ‘set up’ for this process involves you giving serious thought about a change you are willing to work on. This can be a bad habit you want to break, a healthy habit you want to develop, an attitude that gets you in trouble, a characteristic or quality you want to develop (or get rid of). For short hand, we’ll refer to these goals for change as ‘targets’.

Discuss tips for selecting targets that are specific and measurable. Use the eraser board or flip chart to list examples of broad ideas and specific, more achievable targets.

Sometimes when we first think about targets or goals for making changes, we may have a very broad, global idea of what we want. These broad ideas can be a good starting place to help us develop more workable goals and targets. For example:

‘Quit drugs’

‘Come to group each week’

‘Become a better person’

‘Get my wife back’

‘Get along better with people’

‘Make my sister and mum get along’

‘Stay out of trouble’

‘Get the judge to drop my charges’

‘Win the lottery’

‘Run away to the Bahamas’

Some of these ideas provide an excellent starting place for setting a target for making personal change. However, just like a 'real' target, the areas that score points need to be very specific and clearly marked. That way, you know exactly how to aim, and you also know when you have reached the mark.

For example, a general idea such as 'get along better with people' can be turned into a workable target with a little bit of detailed thinking, such as:

When I think about myself getting along better with people, what would I be doing different than I am doing now?

What specifically do I do or think that gets me into problems with other people?

What behaviours or attitudes am I willing to work on changing?

How will I measure it? How will I know when I reach the mark?

You get the idea. A good target is clearly marked. As you decide on your target for the coming few weeks, work on making it small, specific, and meaningful. In addition, make it self-directed (things you are willing to do for yourself) and measurable (build in ways you will know when you have made progress).

Distribute the 'Choosing My Target' worksheets and ask participants to complete the questions in order to decide on a target and think about how making this change will be beneficial for them.

When participants have completed their worksheet, ask them to pair with another group member for a conversation.

Instruct partners to take turns talking with each other about their target for change, the benefits they will get from the change, potential roadblocks, and the qualities or personal characteristics they will call on to help them succeed.

Discuss the planning activity by using some of the following questions:

How did you decide on your target for this group? What influenced your choice?

What are your plans for staying on track with your target?

What has been your key to getting motivated in the past?

How would you argue against me if I tried to talk you out of making this change? (Role play this briefly with several volunteers):

John, you said your target is to read three books in three weeks. Role play with me for a minute. Suppose I were to say to you 'reading is a complete waste of time, man. Let's hang and watch TV instead of you wasting time reading that book'. How would you answer back?

Distribute the 'Target Chart' for participants to complete over the coming week. Provide ideas for ways to use the chart.

When we begin this group during the coming weeks, we will take time to review your 'Target Chart'. Use the chart to help stay focused on your target. You'll be given a new chart at the end of each group meeting that you can use during the week.

As you work on your target over the next week, keep these tips in mind. Spend time

talking with others about your commitment and spend time thinking about it, too. Stay focused on the resources you have going for you – your inner wisdom, your knowledge, friends that support you, family, your talents and skills, your temperament and personality – all these are resources you can draw on.

Talk daily with someone you trust about your decision to work on your target, your determination, your progress and how you have overcome challenges. Bring the target into your thoughts. For example, think about how someone who cares about you will react when they hear about your success in this group. Fantasize about making it happen and sharing your success with others. Mull over things that might interfere or have interfered with success and plan out solutions or new responses.

Briefly go around room and ask each person to mention the first thing they will do when they leave the room to work on their target.

Distribute 'Tip Slips' (blank slips of paper) and ask participants to rate the session and write their rating on the slip and hand it in before leaving.

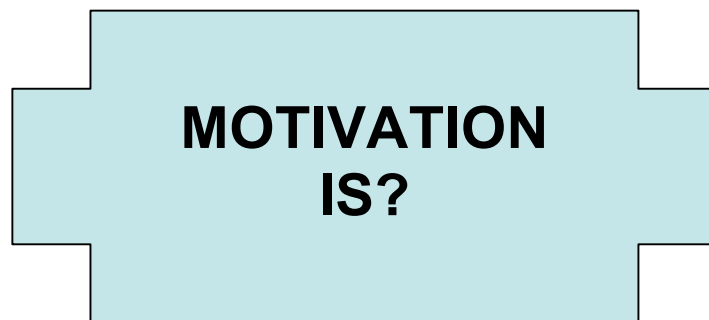
On a scale of 1-10, where 1 represents 'Hardly useful' and 10 represents 'Very useful', how would you rate today's discussion.

Thank group members for participating.

The basics of motivation
Participation handout 1

What is Motivation?

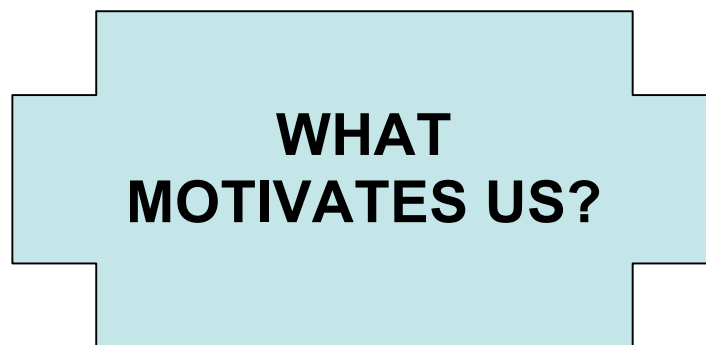
Copy your group's ideas on defining motivation



Based on these ideas, what is your own personal definition of motivation?

What Motivates People?

Copy your group's ideas on things that motivate.

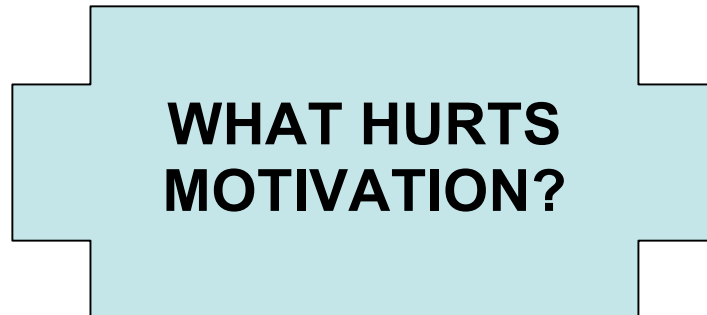


Based on these ideas, what motivates you?

The basics of motivation
Participation handout 3

What Hurts Motivation?

Copy your group's ideas on how what hurts motivation.



Based on these ideas, what can hurt your motivation?

The basics of motivation
Participation handout 4

Choosing Your Target

What are three changes you would consider working on over the next few weeks?

Which one are you most committed to work on? (Your Target)

What specific steps will you need to take to make this change?

What might get in your way in making this change? How will you deal with it?

List three things you know about yourself that will help you stay committed and make this change

The basics of motivation
Participation handout 5

Target Chart

My target is: _____

Things I have done to stay on target:

Here's what I say to myself when I feel the urge to go off target:

**On the scale below, 1=low commitment and 10=high commitment.
where is your commitment toward your target today?**

1 2 3 4 5 6 7 8 9 10

What makes you give it this rating?

**What do you need to next to hold your commitment or to move it one point higher?
What will help you stay committed?**

Part 2

The art of self-motivation

'The art of self-motivation' provides clients with further ideas about increasing motivation. Clients are encouraged to discuss progress and challenges in working on their 'target' – the behaviour or attitude they want to change as part of the motivation group. Clients are introduced to the thought processes and action phases of motivation and change. They complete mapping worksheets that focus on impacting decisional balance and commitment to change. The session features a leader's script, with notes and suggested discussion questions. In addition, handout materials and worksheets for participants are included at the end of the session.

Source: TCU / Institute of Behavioural Research. Original material, plus cognitive strategies from the Brief Intervention 'Mapping the Journey'.

Step 1

Welcome participants. Introduce highlights of today's session.

Today we'll explore more about motivation and talk about how things are going with your targets. The focus today will be on self-motivation – this includes developing self-awareness so we can tune into thoughts and actions that can increase our commitment to making changes and reaching goals.

To start, I want to tell you a 'teaching story' – a story that describes a situation and outcome that can be thought about in different ways. It's a story that might change in its meaning every time you think it over. In other words, after you first hear it, you might think it means one thing. Then the next time you think about it, you might find another different meaning. And you might tell it to someone else, and they will see another meaning altogether. It goes like this:

There was a young man who found himself inside a large barn with two doors by which he could exit. But he couldn't make up his mind which door to use. He thought and thought, and pondered and pondered, and couldn't decide. He spent the entire day like this – gnashing his teeth, crying, pacing, picking one, then the other, then more pacing. It was torture to choose. Directly, he became tired and lay down in front of one of the doors to sleep. The floor was hard, and during the night he rose many times to put down hay and straw to make himself more comfortable.

When he arose the next day to continue his deliberation, he surveyed the situation. He noticed that he had managed to pile hay and straw so high that it now completely blocked one of the doors.

He stood back and observed this, and then he began to pace, and cry, and wring his hands in despair. 'Now I have no choice!!' he cried, 'now I have no choice'.

Briefly discuss the story with participants:

What do you make of this story? What do you think it is trying to teach?

What do you think it has to do with motivation?

Transition to review 'Target Charts' with participants:

This story may have different meanings the more you think about it. One possible meaning might be that sometimes motivation can be influenced by simply having to make a choice, especially when the choice is between two things that we see as having both good and bad points.

We'll explore that later today, but first let's review how things are going with your targets and what went on through the week

Step 2

Invite participants to discuss their 'Target Charts' for the previous week. Go around the room and have participants briefly remind the group what target they are working on. Ask the group:

What is one thing you did during the past week, no matter how small, that you think helped move you toward your target?

Take the time to ask a few follow-up questions to each participant who answers the opening question. Follow-ups should be based on the participant's response and designed to reinforce the success described. Examples of follow-up questions:

How did you make that happen?

What did you keep telling yourself to make that happen?

How did you know that was a good first step to take?

Wow! What kept you so committed to your goal?

What personal quality helped you the most?

What do you need to tell yourself more often to stay on target?

Transition to discussion of issues of self-motivation:

We'll keep working on our targets and review things again next week. Remember that small steps and successes are the keys both to reaching goals and staying motivated. As we discussed earlier in the session, sometimes hesitancy over taking the first step can get in the way of motivation. Let's take a look at some of the reasons for this and what we can do about it.

Step 3

Distribute the 'Motivation and Change' handout and review the phases most people experience as they become motivated and begin the process of making a change and maintaining it. Use the flip chart or erasable board to draw out the parts of the map as discussed.

No thought of change – 'Maybe other people can't do it, but it's not a problem for me, I can handle crack.'

To become motivated, there almost always has to be a 'need' or a 'want' to start the ball rolling. If someone doesn't have a need or want, we can assume that they have no thoughts about changing or have thoughts that support the way things are. In the case of someone who has become involved with methamphetamine, if there are thoughts at all, they might be thoughts that defend drug use.

Thoughts of change – ‘Maybe crack isn’t worth it. I lost my family; the next thing I’m going to lose is my life.’

Once the spark of a need or want crosses someone’s mind, thoughts of change become possible. These thoughts begin to make an argument of changing, even if it is very softly. Events and circumstances can influence the strength of these thoughts. In the case of our crack user, the thoughts begin to reflect worry about loss and health.

Commitment to change – ‘Being a good dad is more important to me than crack ever was. I’m quitting for good.’

As the thoughts of change become louder and harder to ignore, we commit to take action and our reasons for taking action seem clearer. When with those people with whom we can have a serious talk, we are likely to talk about our determination and commitment. So the crack user in our example commits to quit for good in order to be a good father and role model to his children.

Action: early change – ‘I’ve been seeing my drug worker regularly and not using. It makes me feel like I can make it.’

Self-talk and commitment set the stage for taking action – we begin to take the steps associated with the change we need or desire. Often this involves doing more of or less of a targeted behaviour or attitude. Someone wanting to quit smoking might stop lighting up and wear a patch; someone desiring a better relationship with their spouse begins to catch themselves when they start to criticize; etc. For the crack user, staying clean and talking with his keyworker gives him hope he can make it.

Action: adopt change – ‘Let’s not go to that party. There are some old ‘friends’ I’d sooner not be around.’

As we gain more experience and comfort with our change in behaviour or attitude, the new behaviour begins to become more automatic and ‘normal’ to our routine. We make sure we lift those weights at least three times a week; we avoid going to ‘all you can eat’ restaurants; we ask people not to smoke around us, etc. We have worked change into our lives and take steps to avoid setbacks.

Action: maintain change – ‘Damn! It’s been over five years since I used crack. I can’t believe I was into that stuff. Quitting was the best move I ever made.’

For many changes and new behaviours, the test of time becomes the main marker of success. Although it is always possible to revert to ‘old ways’, generally speaking, the more time we put between the old behaviour and the new behaviour, the less likely it becomes that we will go back. The ex-crack-user lives his life free of the drug, is glad he stuck it out, and has stayed with it for five years.

Summarize the overview:

When we look at these different steps along the path to change, we see that much of being motivated to make important changes rests on not only thinking about the change, but also developing and putting into play the commitment and determination to take action. And there are strategies for increasing our commitment to change. Let’s spend some time on that.

Step 4

Introduce discussion on enhancing determination by offering the following consideration:

As you know, you are attending this group as part of drug and/or alcohol education or treatment. We want you to be successful. It would seem that this group might be a

good place to begin seriously thinking about your motivation and commitment to avoid the thoughts and behaviours that might lead you back into drug involvement in the future. For the activities we will be doing in group, I want you to focus on this issue – What do I need to do and how can I get motivated so that drugs don't cause me problems in the future?

Refer participants to the 'Motivation and Change' handout and ask:

When you daydream about the future and you think about what part you want drugs to play in your life, where would you place yourself right now, in terms of changing the things that brought you to treatment? No thoughts of change? Thoughts of change? Commitment to change? Action started?

Discuss where participants see themselves in the change process. Ask follow up questions based on participant's response:

What thoughts about changing your involvement with drugs have you had?

What tells you that you are committed to making a change with drugs?

How have you started taking action?

In what ways have you maintained action in distancing yourself from drugs?

What would need to happen to start you thinking about changing your involvement with drugs in the future?

After providing a brief introduction, distribute the 'Taking a Hard Look' worksheets and ask participants to complete them:

Commitment and determination seem to drive the bus when it comes to putting motivation to work for us. It is often the case that commitment is helped by taking an honest inventory of the behaviour or attitude we want to change. In this case, the topic would be future drug use or drug involvement (or both). Taking a hard look means honestly thinking about the benefits and problems of drugs in your life.

For example, if I decided to quit smoking, but I also knew I enjoyed cigarettes, one way I could take a hard look at the situation would be to spell it all out. I could make diagram (to help it stay in my mind) of both why I really want to quit and why I really don't want to quit. In other words, the pros or benefits of smoking and the cons or problems caused by cigarettes:

Have participants briefly brainstorm ideas about pros and cons of cigarettes as an example.

Then ask participants to complete their worksheets based on their ideas about the pros and cons of future drug involvement.

Lead a group discussion based on participants' responses.

Start by inviting volunteers to share their worksheets with the group. Use the flip chart or erasable board to chart their responses. Respond to pros with empathic understanding. In discussion of cons, probe for and encourage statements of commitment to change (e.g., statements that elaborate on desire, need, ability, readiness or reasons for change).

Discussion starters:

Give me an example of how ___ (problem) ___ has affected your life in the past.

How much does ___ (problem) ___ concern you?

Who else in your life that you really care about is affected by ___ (problem) ___?

How important is it for you to avoid ___ (problem) ___ in the future? On a scale of 1 to 10, where 1 represents 'Not really important' and 10 represents 'Definitely important' – where do you see yourself?

If I were to ask your (spouse, parent, SO) how important it is for you to avoid ___ (problem) ___ in the future, what rating would they give?

How confident are you that if you decide to avoid ___ (problem) ___ in the future you could do it? On the 1-10 scale, with 1 at 'Not at all confident' and 10 representing 'Strong confidence', where do you place yourself?

What do you know about yourself that gives you the confidence that you can avoid ___ in the future? (Or what do you know about yourself that might help increase your confidence that you can avoid ___ in the future?)

Summarize key points from these mapping exercises on motivation:

When we step back and take a close look at the reality of making changes, it can be helpful to look at the importance of those changes in our lives. In the case of future drug use, being clear about the problems we want to avoid and developing confidence that we can avoid them can light the way to change. Often, once we are clear about our reasons for wanting change, it becomes easier to begin action toward that change.

Unlike our friend who got stuck in the barn, we are better able to get beyond just thinking and actually taking the first step.

A simple trick to reinforce your motivation is to spend five minutes each day thinking about how your life will be different when you are avoiding drugs in the future. To do this, try spending five minutes a day considering the following questions or writing down your thoughts:

My main goals for myself in quitting drugs are?

What is likely to work best for me in staying clear of drugs?

Distribute fresh 'Target Chart' worksheets for participants to complete during the coming week.

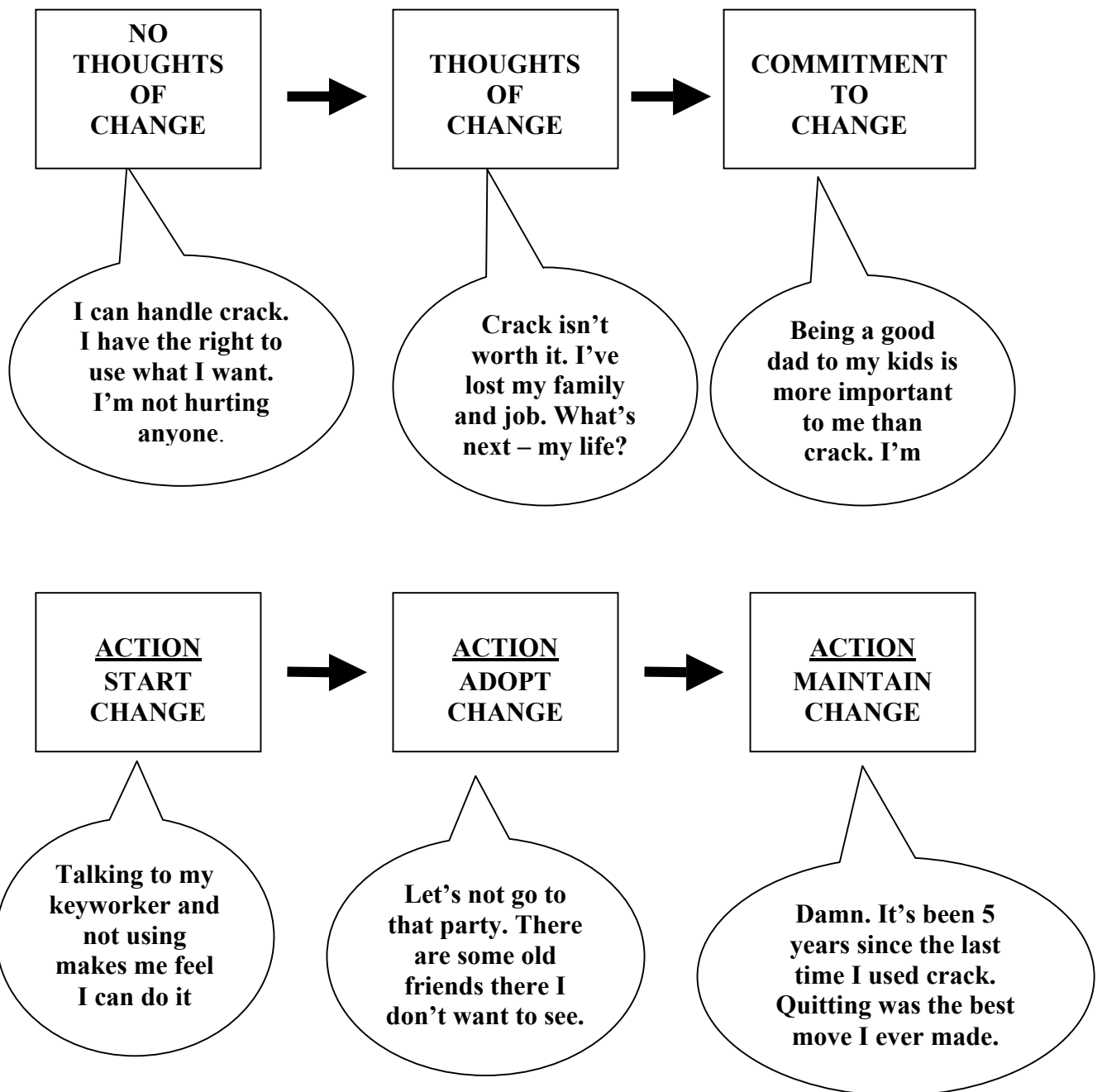
Briefly go around room and ask each person to mention the first thing they will do when they leave the room to work on their target.

Distribute *Tip Slips* (blank slips of paper) and ask participants to rate the session, write their rating on the slip and hand it in before leaving.

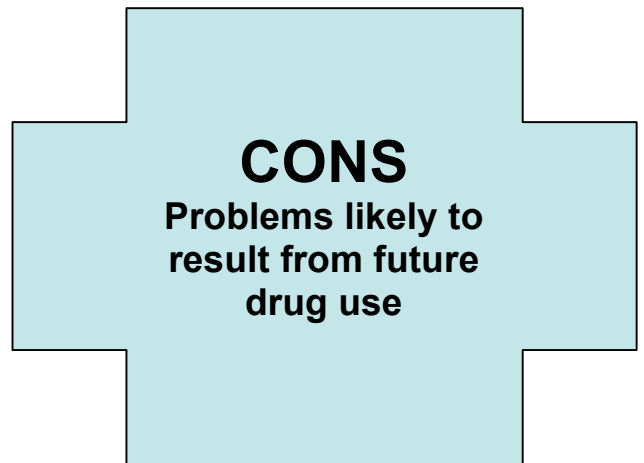
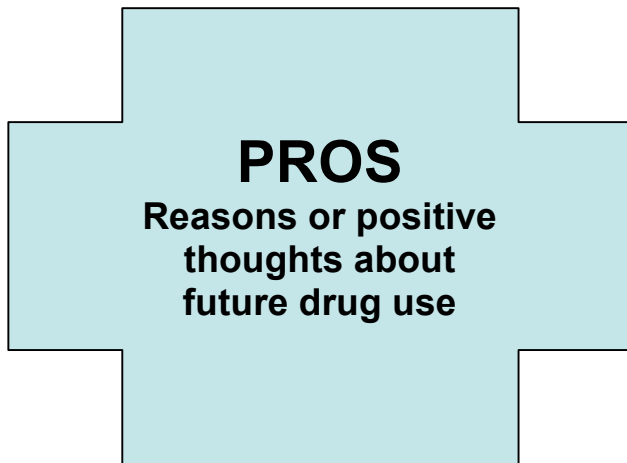
On a scale of 1-10, where 1 represents 'Hardly useful' and 10 represents 'Very useful', how would you rate today's discussion?

Thank group members for participating.

Motivation and Change



Taking a Hard Look



The art of self-motivation
Participant handout 3

Target Chart

My target is: _____

On a scale of 1 to 10, how well am I doing with my targeted change? _____

Things I have done to stay on target:

Biggest problem I am having in staying on target:

What I have done to address this problem?

New or different things I will try if I continue to have problems staying on target?

Part 3

Staying motivated

'Staying motivated' encourages the exploration of strategies for strengthening the commitment to change. Clients begin by discussing progress and challenges in working on their 'target' – the behaviour or attitude they desire to change as part of the motivation group. Participants are invited to play a brief game that reinforces potential reasons for changing drug behaviours and to practice cognitive techniques that promote self-efficacy and confidence. The session features a leader's script, with notes and suggested discussion questions. In addition, handout materials and worksheets for participants are included at the end of the session.

Source: TCU / Institute of Behavioural Research. Original material, plus cognitive strategies from the Brief Intervention 'Mapping the Journey'.

Step 1

Welcome participants. Introduce highlights of today's session.

As in past weeks, today we will continue looking at ideas to strengthen motivation and determination to make changes. After talking about your 'Target Charts' for this week, we'll play a short game that explores the costs of continuing drug involvement and the benefits of change. After that we will focus on strategies for changing our self-talk. Self-talk refers to the thoughts and beliefs we have about our ability to manage the changes we want to make. It's the things we think and say to ourselves that pump us up or drag us down. Believing we can do something makes a difference and how we talk to ourselves can influence these beliefs. We're not saying that simply believing you can do something means you can do it instantly. But learning to address thoughts and self-talk that tell us we are doomed to fail can clear the air so we can realistically assess what we need to do to change. Remember the American Indian story about the eagle:

A man found an eagle's egg and hatched it with a brood of chicks and it grew up with them.

All his life the eagle did what the chickens did, thinking he was a chicken. He scratched and pecked and clucked the best he could. He would flap and try to fly, but would soon give it up.

The years passed. One day he saw a huge, majestic bird above him circling in the sky. It glided gracefully on the wind and the sun reflected off his strong golden wings.

The chicken eagle looked up: 'Who's that?' he asked.

'That's an eagle, the king of the birds,' said his neighbour. 'He can fly like the wind, but we're chickens, we have to stay on the ground. So the chicken eagle lived and died, never allowing himself to realize that he, too, could fly.'

Briefly discuss the story with participants:

What do you make of this story? What do you think it is trying to tell us about the things we tell ourselves?

What do you think it has to do with motivation?

Transition to review of 'Target Charts' with participants:

As we've discussed already, determination and commitment are key players in staying motivated. And giving clear mental attention to the things you want to change. That includes believing that you can figure out how to have the future you want for yourself.

Let's review your targets and what successes you had through the week.

Step 2

Invite participants to discuss their 'Target Charts' for the previous week. First, go around the room and have participants briefly remind the group what target they are working on. Ask the group:

What is one thing you did during the past week, no matter how small, that you think helped move you toward your target?

Take the time to ask a few follow-up questions to each participant who answers the opening question. Follow-ups should be based on the participant's response and designed to reinforce the success described. Examples of follow-up questions:

How did you make that happen?

What did you keep telling yourself to make that happen?

How did you know that was a good first step to take?

Wow! What kept you so committed to your goal?

What personal quality helped you the most?

What do you need to tell yourself more often to stay on target?

Transition to the 'You Can Do It' game:

Keep working on your targets and stay focused on those small steps and tiny gains. Small successful steps help us become more sure-footed, which in turn increases our belief that we can reach goals.

Step 3

Introduce the 'You Can Do It' game by asking participants to complete the 'Balancing Change' worksheets.

We're going to play a learning game to continue our exploration of determination and commitment to making important changes. Let's pick up where we were last week in discussing changing drug-related behaviours in the future. To get started, give some serious thought to the directions on the worksheet and write down your thoughts.

When participants have completed their worksheets, give directions for the 'You Can Do It' game:

For this activity, we will be doing role plays. You will role play with another group member for about five minute s– we'll call that person's role the 'Devil's Advocate', or DA for short. This person's job will be to argue with you and attempt to convince you

that your reasons for avoiding drug involvement are not valid, and you really should get back into 'the scene'. Your job is to use as many of the reasons, losses, and gains from your worksheet in your response.

Then you and your partner will switch roles, and you will play the DA and your partner will use his/her list to respond to you.

The set-up is simple. Each of you will play yourself when it is your turn. And next you will play the DA. When it is your turn, remember to use what you wrote down on your worksheet to answer back to the DA – your most important reasons for avoiding drug-involvement, things you will lose, and things you will gain if you avoid drugs. Decide who will go first and who will play the DA. Keep the conversation realistic and natural.

Model how the set-up and exchange might unfold.

After partners have had about five minutes, call time and ask them change roles. After another five minutes, call time again.

To process, ask for volunteers to do their role plays in front of the group as a whole. Ask the 'player' to describe a 'high-risk' person or situation that they have thought about that might present a challenge or temptation. Encourage DA to use this information in forming arguments to persuade the player.

Lead 1 or 2 volunteer role plays, as time allows.

After each role play, stop and process the experience with the role players and the group. Debrief the 'player' role first, the DA next, then get feedback from the group as a whole.

Ideas for process questions:

For the player:

What did you learn about yourself from this role play?

Was it easy or difficult for you to stay focused on your reasons and tune out the persuasion?

What do you see as your key reason for changing your thinking about drug involvement in the future?

For the DA role:

How did you choose your strategy for trying to persuade the player?

How did the player's responses influence you?

What did you learn from playing this role?

For the group:

How well did the player do in mentioning all reasons on his/her list?

What did you like best about how the player handled things?

What did you learn from watching this role play?

Summarize using key points and useful ideas generated by group members.

Step 4

Introduce the idea of paying attention to 'self-talk' as a strategy for helping ourselves gain a better sense of our abilities and capabilities.

Brainstorm the kinds of self-talk (what we say to ourselves; our thoughts) that interfere with motivation or sticking with a change once the changing has started. Ask participants for examples of thoughts they have had in the past when they were considering 'giving up'. Use a map outline as described in earlier sessions to chart responses.

When we think about making important changes and we take the first steps toward determination, commitment, and action for that change, we can sometimes get tangled up in doubt. Maybe we have tried and failed before, so we doubt we can do it this time. Maybe some people around us are negative and critical, so we start thinking the way they think about us. Maybe we know absolutely that we want to change our lives, but we become nervous or scared when we think about how different things might be after the change. These doubts often get played out in the kind of negative self-talk we have just reviewed. The question becomes: what can we do to change it so that our self-talk supports the positive changes we are considering to make our lives better.

Step 5

Distribute the 'Negative Self-Talk' handout. Introduce discussion using some of these ideas:

There are several kinds of negative self-talk that can get in the way of staying on track.

1. The most obvious type of negative self-talk involves harsh evaluations of ourselves. These thoughts tell us that we are 'no good', 'helpless' or 'losers'. They can sound like:

Everyone thinks I'm stupid.

I'll never be able to change.

I'm stupid (or crazy, awful, worthless, bad, etc.).

I don't deserve to have a better life.

If I were a stronger person, things would be different.

Ask participants:

How do these kinds of thoughts hurt motivation?

What effects do these kinds of thoughts have on self-confidence?

2. Another type of negative self-talk involves critical thoughts about others. These thoughts tell us other people are 'no good', 'stupid' or responsible for all our troubles:

You are stupid.

He/she/they made me do it.

If it weren't for him, this never would have happened.

This is all your fault.

He thinks he is better than me.

Ask participants:

How do these kinds of thoughts hurt motivation?

What effects do these thoughts have on our determination to change?

3. The last type of negative self-talk involves telling ourselves that life is somehow hard, unfair, awful, or unbearable – so we should just quit. These thoughts sound like this:

People should never disappoint me.

If I don't get my way, then I won't play.

I shouldn't have to put up with this crap.

The system just isn't fair.

No one can be trusted; the whole world is screwed up.

Ask participants:

How do these kinds of thoughts hurt motivation?

What kinds of effects do these thoughts have on determination?

Summarize key points raised by participants on the impact of negative self-talk.

It is easy to understand how negative self-talk about ourselves can interfere with motivation and determination. Less obvious are the negative thoughts about other people or 'life in general' that can also hamper motivation. Personal self-judgment that is too harsh or unrealistic can deflate our hope or make us think that we aren't capable of reaching goals. Negative judgments of others and 'the world' often keep us angry and unfocused. Sometimes we let that anger become an excuse for not trying.

Once we have an understanding about the possible negative consequences of negative self-talk, we can look at strategies to manage it.

Step 6

Distribute the 'Talking Back to Negative Self-Talk' handout. Review the key points and discuss ideas for challenging negative self-talk:

The first step in dealing with negative self-talk is to become aware of it. Strong, stressful feelings such as anger, self-doubt, frustration, guilt, or resentment can hurt motivation. Ask yourself: 'Am I putting myself down?'; 'Is my self-talk hurting my goals?'; 'Am I selling myself short?'

The next step is a reality-check. Once you've identified your self-talk, ask yourself if what you are thinking is really helping you reach your goals or if it is really good for you. For example: 'Is this self-talk helpful?'; 'Is it helping me do what I need to do?'; 'Will this self-talk help me or hurt me as I solve problems?'

If your self-talk is hurting your commitment to your goals, you must change it. Develop positive or realistic self-talk and substitute it for your negative thoughts. Some simple changes: 'Calm down. Take it easy.'; 'People are not perfect. I can accept that other people are not helpful, but I have to keep focused on myself.'; 'This is a difficult situation, but I can handle it.'; 'I'm angry, but staying angry won't solve my problem.'

The last tip is to remember to communicate. Talk with trusted friends or family about your goals, successes and challenges. Talk with someone not directly involved in the situation to review your goals and focus on progress.

For many people, discouraging, negative self-talk may become a habit. Patience and practice are the best ways to begin changing the negative self-talk habit.

Step 7

Distribute the 'Changing Negative Self-Talk' worksheets and ask participants to complete them based on self-talk that interferes with their ability to stay focused on goals and commitment.

When completed, ask for volunteers to share how they changed their negative self-talk. Provide encouragement and probe for participants to discuss how their self-talk would impact decisions to make important changes. Use some of the following questions to start the discussion:

Was it easy or difficult to change the self-talk?

In what ways did your old self-talk contribute to having negative feelings or doubts?

In what ways has negative self-talk impacted your efforts at recovery? What will you need to do so you remember to challenge negative self-talk in the future?

When you replace your negative self-talk with more realistic self-talk, what difference will you notice in your life? What differences will people close to you say they notice?

Summarize the discussion of self-talk:

Negative self-talk is responsible for many of our troubling feelings, such as anger, doubt, anxiety, resentment, and hopelessness. By learning to recognize and challenge this self-talk we can increase our feelings of optimism and 'stick-to-it-ness'.

Remember that last week we discussed a simple trick to reinforce your motivation. The assignment was to spend five minutes each day thinking about how your life will be different when you are avoiding drugs in the future. Try this exercise again this week – spend five minutes a day thinking about your life when drugs are no longer a problem. This time, use information from today's session to challenge any negative self-talk that arises when you think about making these changes. Your key questions would be:

My main goals for myself in quitting drugs are:

What is likely to work best for me in staying clear of drugs?

What kind of negative self-talk is getting in the way?

New self-talk that challenges my negative thinking:

Distribute the 'Target Chart' for participants to complete over the coming week.

Briefly go around room and ask each person to mention the first thing they will do when they leave the room to work on their target.

Distribute 'Tip Slips' and ask participants to rate the session before they leave.

On a scale of 1-10, where 1 represents 'Hardly useful' and 10 represents 'Very useful', how would you rate today's discussion.

Thank group members for participating.

Staying motivated
Participant handout 1

Balancing Change

Write down the five most important reasons for you to leave drugs alone in the future:

Write down five things that you will lose if you return to drug involvement in the future:

Write down five things that you will gain if you leave drugs alone in the future:

Staying motivated
Participant handout 2

Negative Self-Talk

Watch out for these types of negative self-talk

1. Self-talk that puts you down. This includes harsh, critical, negative thoughts about yourself or thoughts that tell you that you're 'no good' or 'hopeless'.

Everybody thinks I'm stupid.

I'll never amount to anything.

I always get it wrong.

I deserve to be unhappy because of my past.

If something goes wrong, it's always my fault.

I'm just no good.

2. Self-talk in which you blame, condemn, resent, or put-down others. This includes thoughts that try to make other people responsible for your problems or mistakes. It may also include thoughts that other people are 'no good' or out to get you.

He's really stupid.

She shouldn't treat me that way.

If he really loved me, he'd act differently.

She thinks she's so much better than me.

He's trying to hurt me on purpose.

It's all her fault that I'm so upset.

3. Self-talk that keeps you stewing over life's normal ups and downs. This includes thoughts that it is awful, terrible, unfair, or unbearable when you run into problems.

Life should always be fair.

I shouldn't have to deal with hassles.

People who disappoint me are awful.

I just can't cope when things don't go perfectly.

It's absolutely horrible if I make a mistake.

People should give me what I want when I want it.

Staying motivated
Participant handout 3

Talking Back to Negative Self-Talk

Follow these steps

1. Awareness. Be aware of the 'voice inside your head' and what you hear it saying. When you experience a loss of motivation or commitment, ask yourself:

- Is my self-talk putting me down?
- Is my self-talk keeping me from my goals?
- Is my self-talk telling me I should never have problems?

2. Reality-check. Once you have identified your self-talk, answer these questions honestly. If the answer to any of them is 'no', start working on positive self-talk:

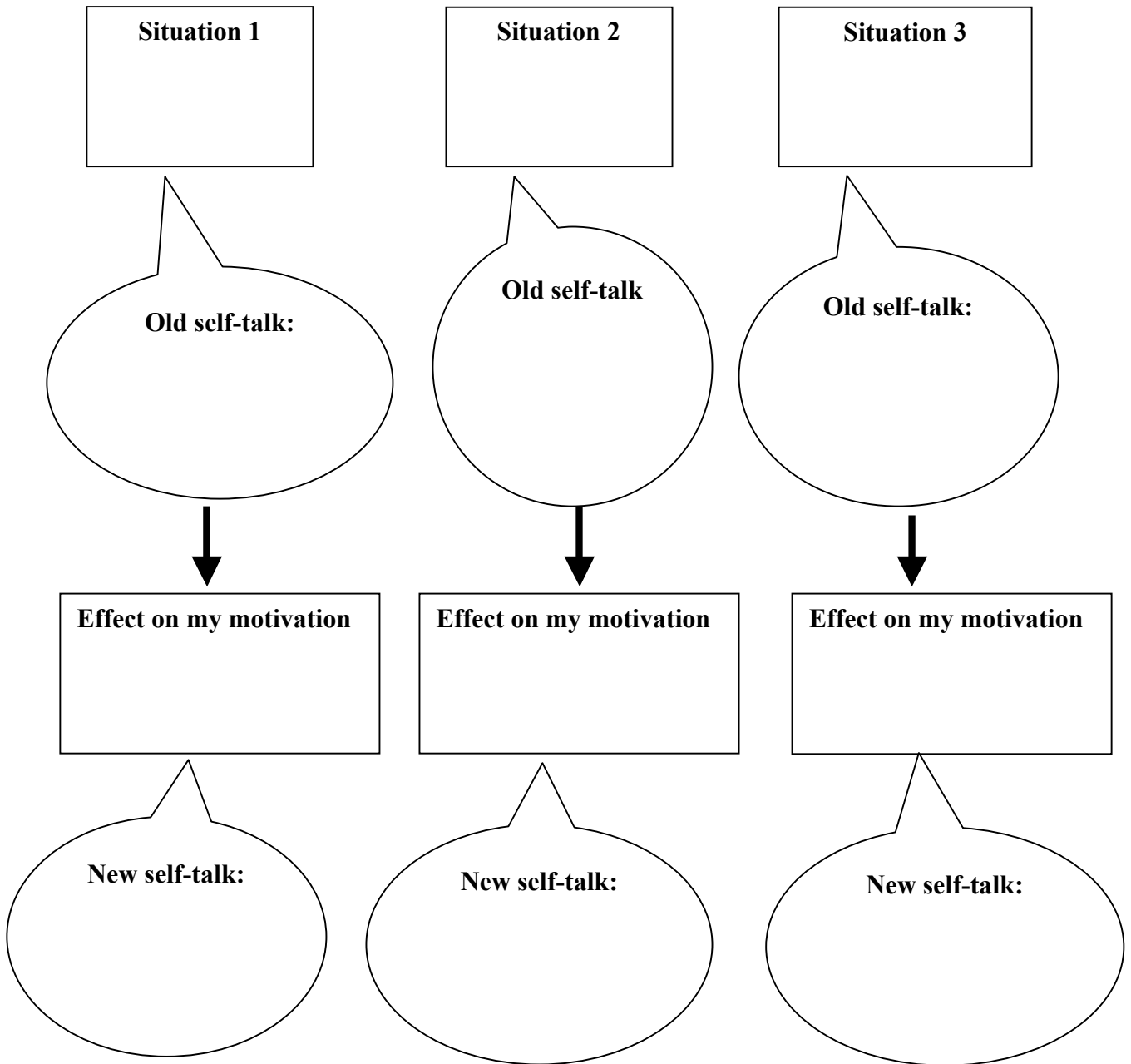
- Is this self-talk helpful?
- Is this self-talk helping me feel better?
- Will this kind of self-talk help me with my goals?
- Will this self-talk help me solve my problems?

3. Develop positive self-talk. If your self-talk is not helpful or is actually making you feel bad about yourself and your abilities change it. Develop positive self-talk and substitute it for the negative. For example:

- Calm down. Take it easy.
- Don't be so hard on yourself.
- I'm angry, but staying angry won't help me reach my goals.
- People are not perfect. I'm not perfect, but I am persistent!
- I don't like this situation, but I can't let it get in my way.

4. Communicate. Talk with others often about your goals, your successes, and your challenges. Sometimes when we talk with another person we trust about the self-talk that holds us back, it helps us think of ways to change it.

Changing My Self-Talk



Staying motivated
Participant handout 5

Target Chart

My target is: _____

On a scale of 1 to 10, how well am I doing with my targeted change? _____

Things I have done to stay on target:

Biggest problem I am having in staying on target:

What I have done to address this problem?

New or different things i will try if i continue to have problems staying on target?

Part 4

Making it Second Nature

'Making it second nature' explores maintaining gains and staying focused on goals once the change process has started. Clients begin by discussing progress and their observations from working on their target during the previous weeks. Participants complete a personal strengths assessment activity designed to focus discussion on characteristics that will help them with their future goals. In addition, they are asked to create and discuss goals and transition plans for avoiding drug use in the future. The session features a leader's script, with notes and suggested discussion questions. In addition, handout materials and worksheets for participants are included at the end of the session.

Source: TCU / Institute of Behavioural Research. Original material, plus cognitive strategies from 'Tower of Strengths' and 'Preparation for Change'.

Step 1

Welcome participants. Introduce highlights of today's session.

As in past weeks, today we will continue looking at ideas to strengthen motivation and determination to make changes. After talking about your *Target Charts* for this week, we'll spend the time exploring ways to keep commitment and motivation strong.

To get us started, let's consider an ad campaign run by a popular shoemaker a few years back. Most of us tune out of advertisements, but this particular series of ads caught on. How many of you remember this one:

Sooner or later, you start taking yourself seriously.
You know when you need a break.
You know when you need a rest.
You know what to get worked up about and what to get rid of
And you know when it's time to take care of yourself, for yourself.
To do something that makes you stronger, faster, more complete.
Because you know it's never too late to have a life.
And never too late to change one.
Just Do It!

NIKE advertisement

Briefly discuss the ad with participants:

What do you think about the message of this ad? Why do you think these ads were considered to be so effective?

What does it have to do with motivation?

Transition to a review of 'Target Charts' with participants.

About four weeks ago you began working on a target change you wanted to make. We've discussed the progress and challenges you have had with your targets. Of course, many of you will decide to continue working on your target even after these group sessions. For now, let's review how things have gone. Let's review the successes you have had in the previous weeks.

Step 2

Invite participants to discuss their 'Target Charts' for the previous week. Go around the room and have participants briefly remind the group what target they are working on. Ask the group:

What is one thing you did during the past week, no matter how small, that you think helped move you toward your target?

Take the time to ask a few follow-up questions to each participant who answers the opening question. Follow-ups should be based on the participant's response and designed to reinforce the success described. Examples of follow-up questions are:

How did you make that happen?

What did you keep telling yourself to make that happen?

How did you know that was a good first step to take?

Wow! What kept you so committed to your goal?

What personal quality helped you the most?

What do you need to tell yourself more often to stay on target?

Conclude with a brief discussion of the activity:

What did you learn about yourself from keeping your Target Chart?

What was the key thing you did to stay on target or to keep on trying?

Based on what you learned from this, what advice would you give to someone wanting to make changes in their life?

Transition to the 'Tower of Strengths' activity:

Keep working on your targets or review things and decide on a new target to guide you. A wise man once said: 'Make it your business to take action on at least one thing you strive for each day.' It's also been said in a simpler way: 'Keep your eyes on the prize.' The prize is becoming the person you want to be, in a future you want to have.

Step 3

Distribute the 'Tower of Strengths' worksheets and 'Strengths List' handout to participants. After introducing the activity, provide instructions for completing the worksheet. Explain that the 'Strengths List' gives examples of words, but they are free to use their own words.

It takes resources to reach goals and make changes. But resources mean more than money. Your strengths as a person are also a resource. To help us focus on these strengths, we're going to make our own tower of strengths. Here are the instructions:

Start by thinking about our general topic, and all the good reasons everyone has identified for avoiding the drug scene in the future.

Then give some thought to the kinds of possible problems and challenges you will face when you begin living a drug free life.

Now I want you to think hard about all the personal strengths you know that

you have that will help you deal with these problems in the future. You can use the strengths list for ideas.

Once you've done all this hard thinking fill in the bottom half of the tower with those strengths you know you have.

Leave the top part empty for now. When you have given thought and consideration to the bottom portion, we'll work on the top section.

Give participants time to think and complete the assignment. Process and discuss their answers:

What did you identify as a major problem, obstacle or concern you have about being drug free in the future?

Tell me about some of your strengths and how you see them helping you to deal with the problem?

How did you develop these strengths? In what other parts of your life do you see them having impact?

What can you do to remember these strengths when facing future challenges?

Continue with instructions for completing the tower:

So from the bottom or foundation of this tower, you now have a clearer idea of the strengths and resources you have at your command for dealing with potential problems.

Now think over the same issue – a possible obstacle in staying away from drug involvement in the future.

What strengths do you think you need to develop, that maybe you don't have now, that will better prepare you to deal with the problem.

This is a little deeper. Give some consideration to strengths or qualities you wish you had more of that you think will help you deal with potential setbacks. Fill in the top of the tower with those.

Give participants time to think and complete the assignment. Process and discuss their answers:

Did you consider the same potential problem or focus on a different one?

Tell me about a few of the strengths or qualities you identified – how will developing or strengthening these qualities benefit you in dealing with future challenges?

When you have developed or improved these strengths, what do you think people close to you (family, partner, friends) will notice that is different about you?

Give me an example of a time when you were aware of already having some of this strength or quality, even if it was just a little bit or only in a certain situation.

What are your thoughts on the best way for you to work on these qualities you want to develop further?

Summarize the activity:

Many times we hear people talking about having the 'resources' to turn their lives around. There may be a tendency to think of resources as money or material things. But

when we talk about human beings, resources is more than that. As we can see from this activity, one of your most important resources is you. This resource is made up of all the strengths and good qualities that you have for dealing with your problems. And also, all those strengths and qualities you are in the process of developing.

When we decide to make changes, difficult changes – like giving up drugs – we have to give ourselves credit for all the strengths we have, then get creative about how we use them to create the future life we want for ourselves and the people we love.

Step 4

Distribute the 'Goal Getter' worksheet and instruct participants on how to fill it out.

The last thing we will do as part of this motivation group is to spend some time developing a plan. As we have discussed throughout these meetings, having a plan, staying committed and determined, anticipating problems and focusing on all the talents we have for dealing with them – these are all important parts of making and maintaining important life changes.

And it all starts with a plan, Stan.

Take some time to think about an important change or goal that you will need to work in order to avoid drugs or drug involvement in the first months after treatment. Complete the boxes on your 'Goal Getter' by answering the questions.

Allow time for participants to complete their worksheets. Process and discuss their responses.

What strengths and personal resources will help you most with your goal?

How did you decide what steps you wanted to take first?

What will be your biggest source of support?

What will people you care about notice most when you reach your goal?

What do you need to remember to do more of?

Summarize and transition to close:

It's been said in different ways – the secret of success is persistence, or sticking with it. Having a plan and clear goals for how you will avoid drug involvement in the future can be your greatest motivator. Remember the trick you learned in this group – try to spend at least five minutes a day thinking about what you want your future to be like and how you can make that happen. Another trick is to take at least one small action toward your goal or desired change every day. Action is what changes our goals into reality.

Step 5

Conclude the workshop by distributing certificates or other tokens of accomplishment to participants. A sample certificate is located with handouts.

Distribute *Tip Slips* and ask participants to rate the session and hand it in before leaving.

On a scale of 1-10, where 1 represents 'Hardly useful' and '10' represents 'Very useful', how would you rate today's discussion.

Thank group members for participating.

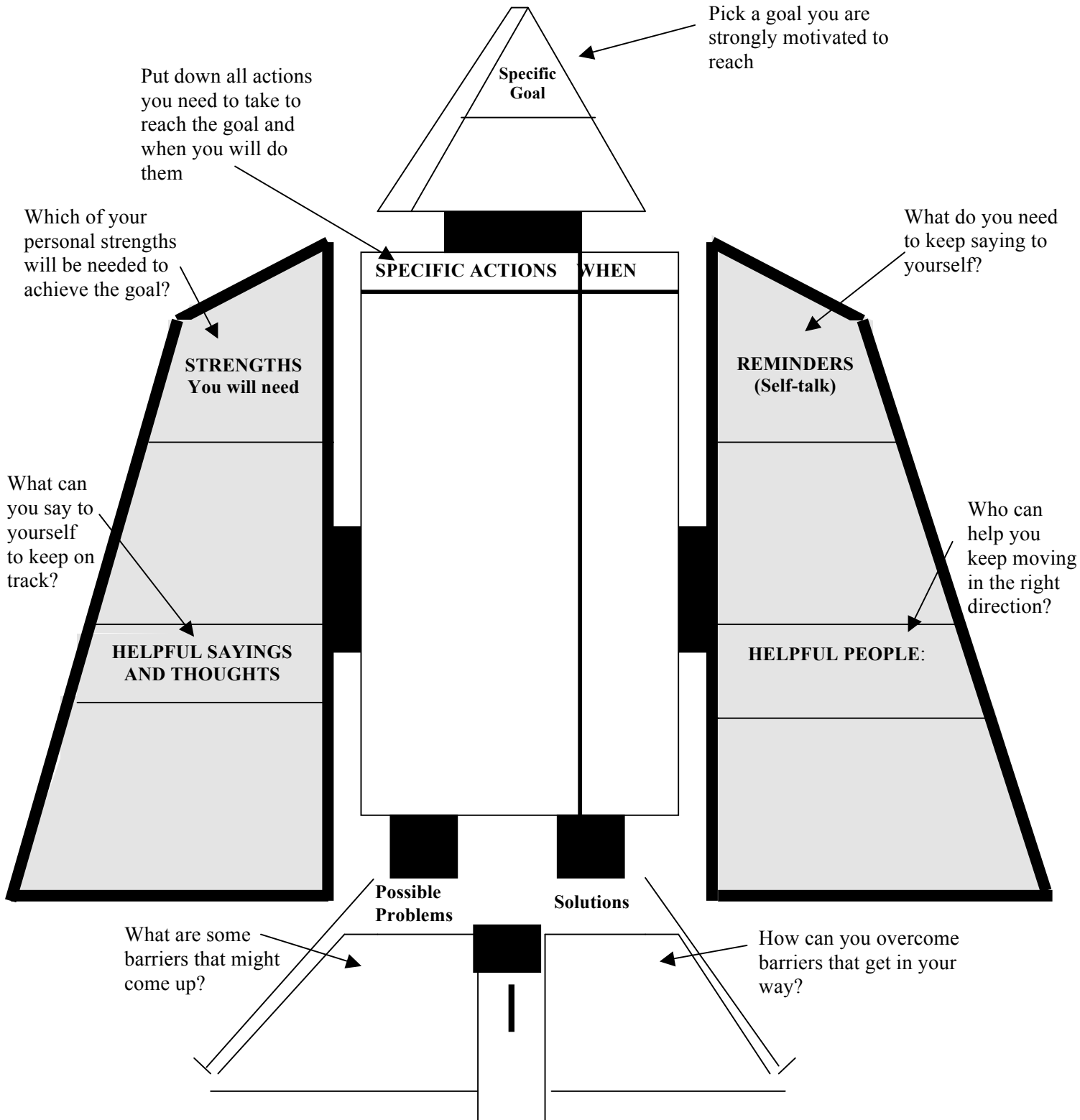
Making it second nature
Participant handout 2

Strengths and Qualities

Adaptable	Forgiving	Peacemaker
Adventurous	Friendly	People-person
Ambitious	Funny	Persistent
Artistic	Generous	Polite
Athletic	Good intentioned	Practical
Believes in self	Good memory	Principled
Brave	Happy	Problem-solver
Community-minded	Hard-working	Quick learner
Competitive	Healthy	Quick thinker
Contented	Honest	Relaxed
Cool-headed	Imaginative	Religious
Cooperative	Independent	Responsible
Curious	Kind	Self-starter
Dedicated	Learner	Sense of humour
Dependable	Likeable	Sensitive to others
Determined	Logical	Sincere
Endurance	Loving	Smart
Energetic	Loyal	Spiritual
Enthusiastic	Mechanical	Spontaneous
Ethical	Musical	Strong
Even-handed	Optimistic	True to self
Expressive	Open-minded	Trusting
Fair	Organized	Trustworthy
Flexible	Patient	Warm-hearted

Making it second nature
Participant handout 3

Goal Getter



Certificate Sample

Certificate of Training



Be It Known That

_____ has successfully completed
a workshop on motivational enhancement
“Getting Motivated to Change”

AWARDED _____ at _____

Training Coordinator

Services Director

Resources

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