



WISCONSIN DEPARTMENT
of HEALTH SERVICES



UNIVERSITY *of* WISCONSIN
GREEN BAY

BEHAVIORAL
Health
TRAINING PARTNERSHIP

What's New in Motivational Interviewing

Scott Caldwell & Jessica Delzer
Wisconsin Public Psychiatry Network Teleconference
February 26, 2026

Special Thanks

- Renee Albrecht, Instructional Design, UWGB
- Luc Richards, Instructional Design, UWGB
- Jen Patridge, Contract Administrator, DHS

Presentation Outline

- I. The evolution of motivational interviewing (MI).
- II. The contemporary model of MI.
- III. New online course overview.
- IV. Learning MI: State-of-the-art.

Learning Objectives

1. Be able to identify one way MI has evolved over the decades.
2. Be able to identify at least two aspects of the contemporary model of MI.
3. Be able to identify one feature of the new online course.
4. Reflect on learning.

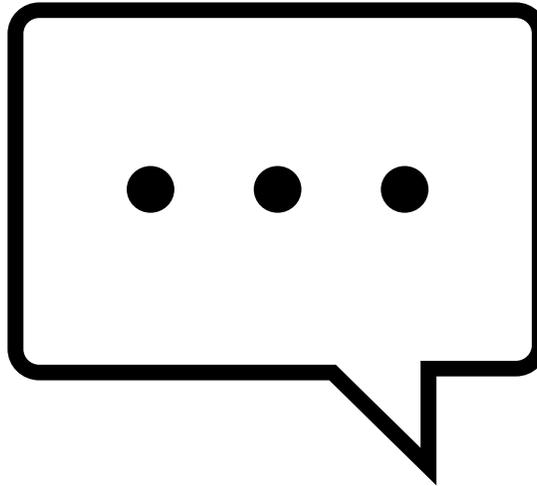
Reflection Questions

1. What do you already know about MI?
2. What is one thing you're learning here?
3. Where does the hour leave you?

We'll handle these one at a time via chat during the hour.

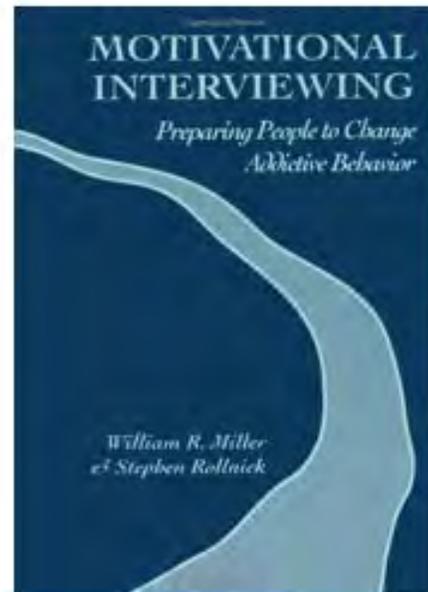
Reflection Question

What do you already know about motivational interviewing?

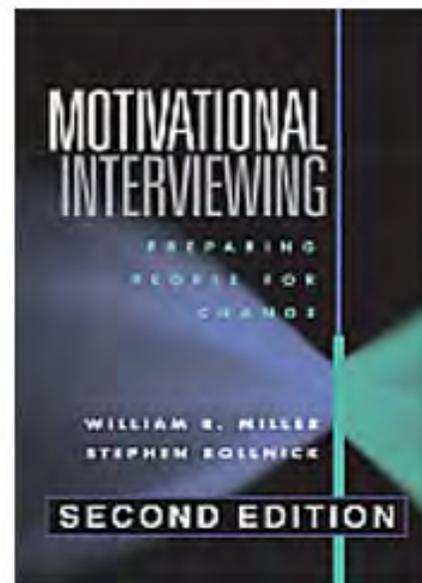


I. The Evolution of MI

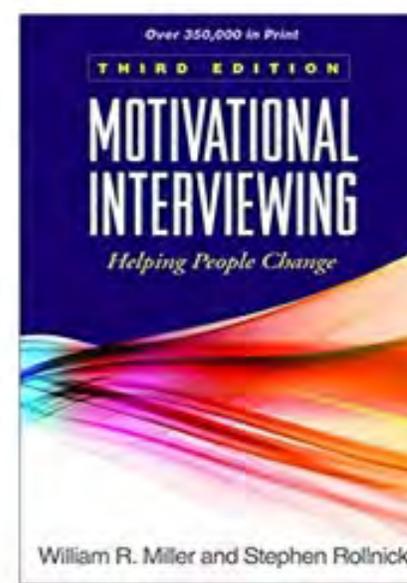
Revision of the classic text



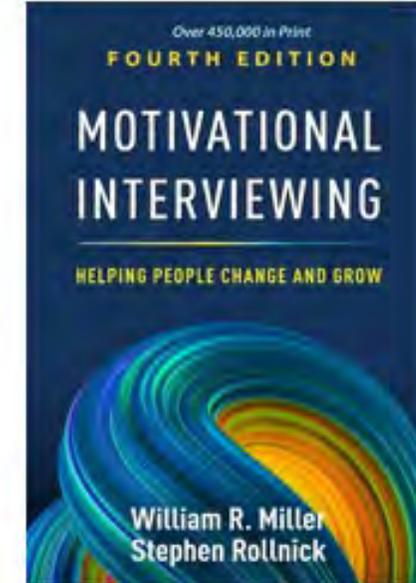
1991



2002



2013



2023

Source: Miller (2023); Miller & Rollnick (2023).

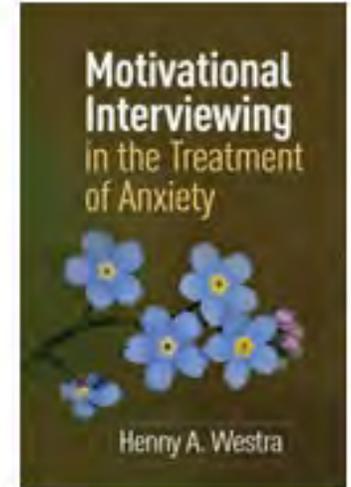
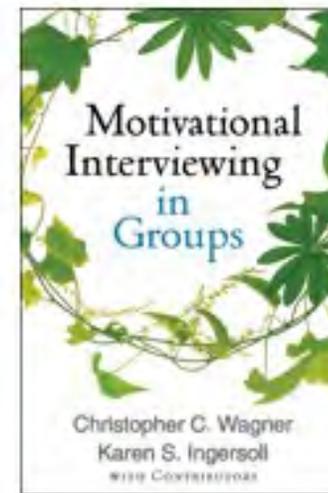
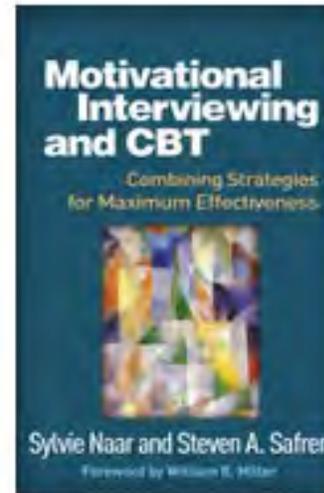
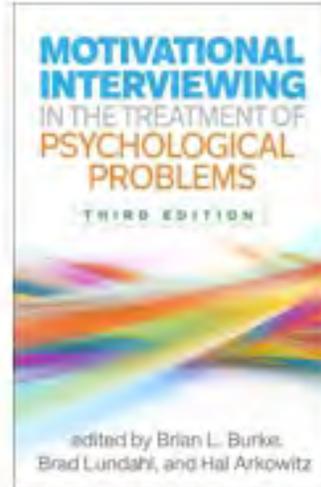
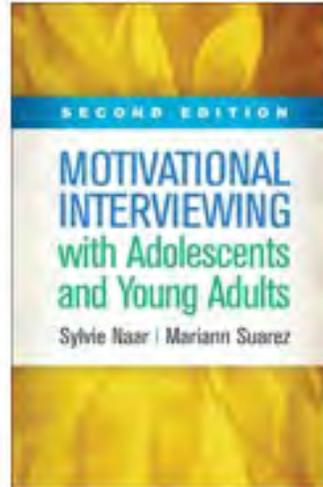
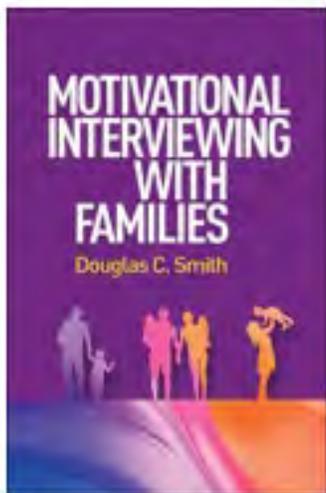
I. The Evolution of MI

- Revision of the classic text
- **Deep base of evidence**
 - 2,300 clinical trials
 - 300 meta-analyses or systematic reviews

Source: Miller (2025).

I. The Evolution of MI

- Revision of the classic text
- Deep base of evidence
- **Wide application across systems, settings, formats, and populations**



Source: Guilford Press <https://www.guilford.com/search/motivational+interviewing>.

I. The Evolution of MI

- Revision of the classic text
- Deep base of evidence
- Wide application
- **Advances in learning, coaching, and implementing**

Source: Miller & Rollnick (2023).

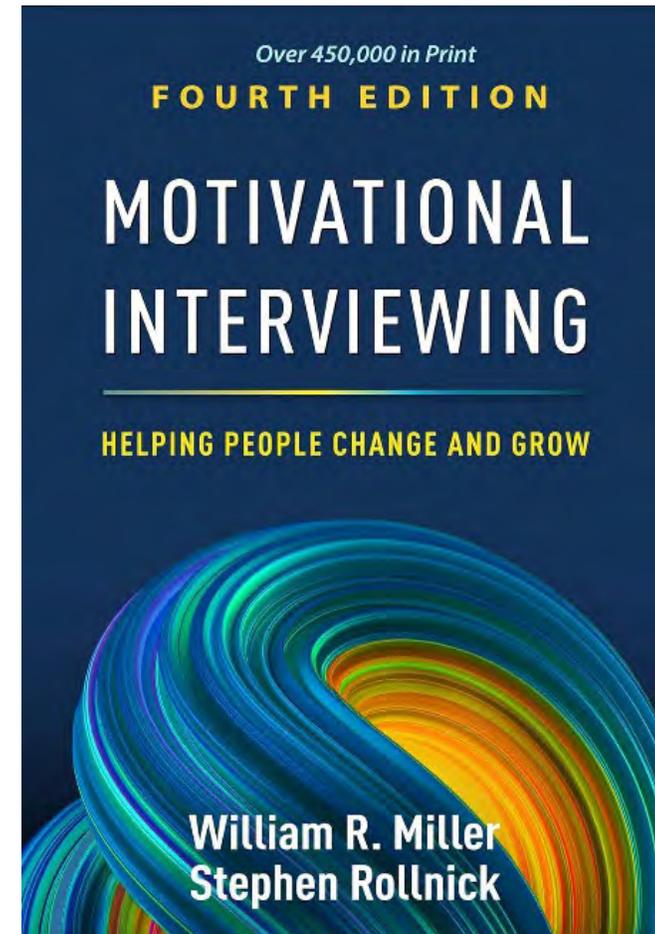
II. The Contemporary Model of MI

Definition:

“ MI is a particular way of talking with people about change and growth to strengthen their own motivation and commitment.

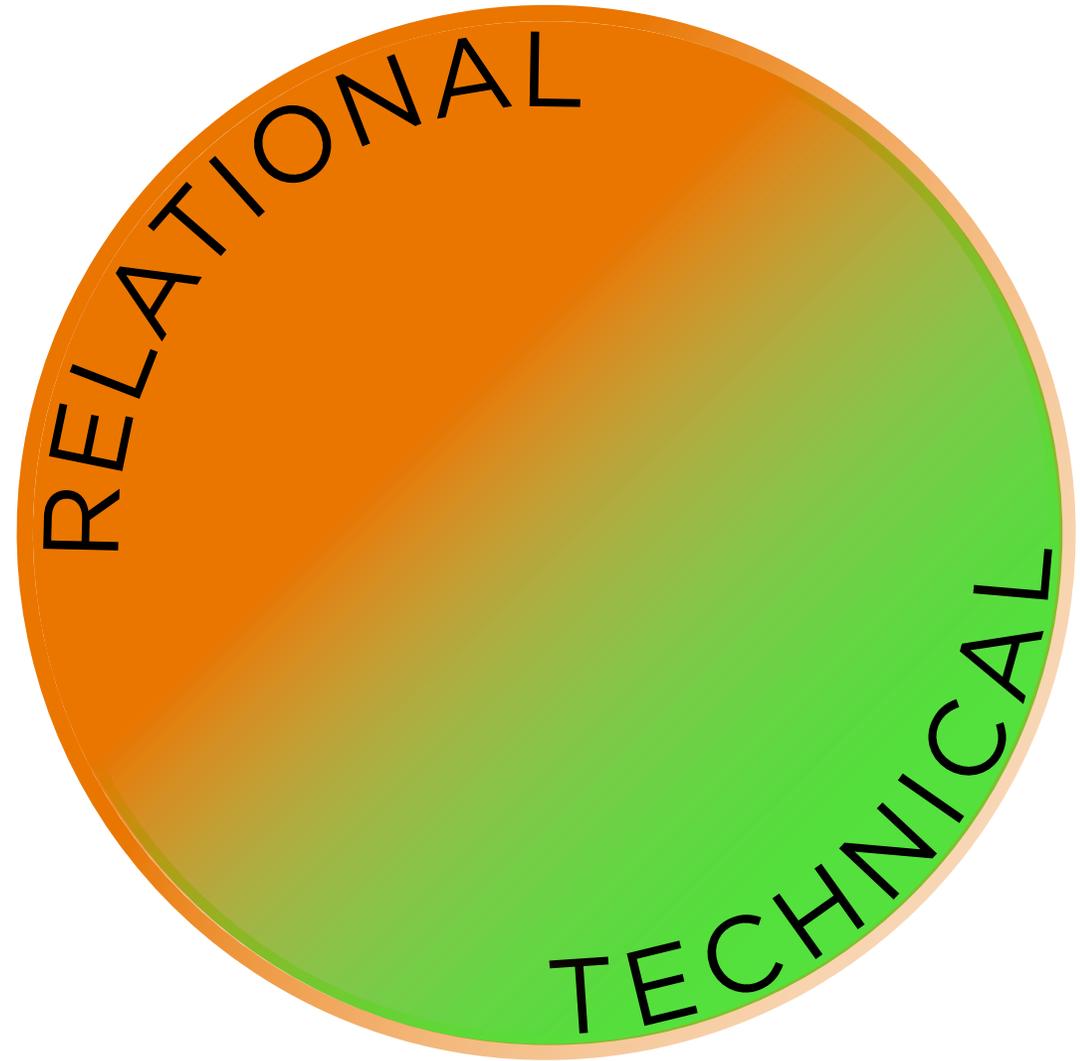
Miller & Rollnick (2023, p. 3)

”



II. The Contemporary Model of MI

- Definition
- **Core components:**
 - Relational
 - Technical



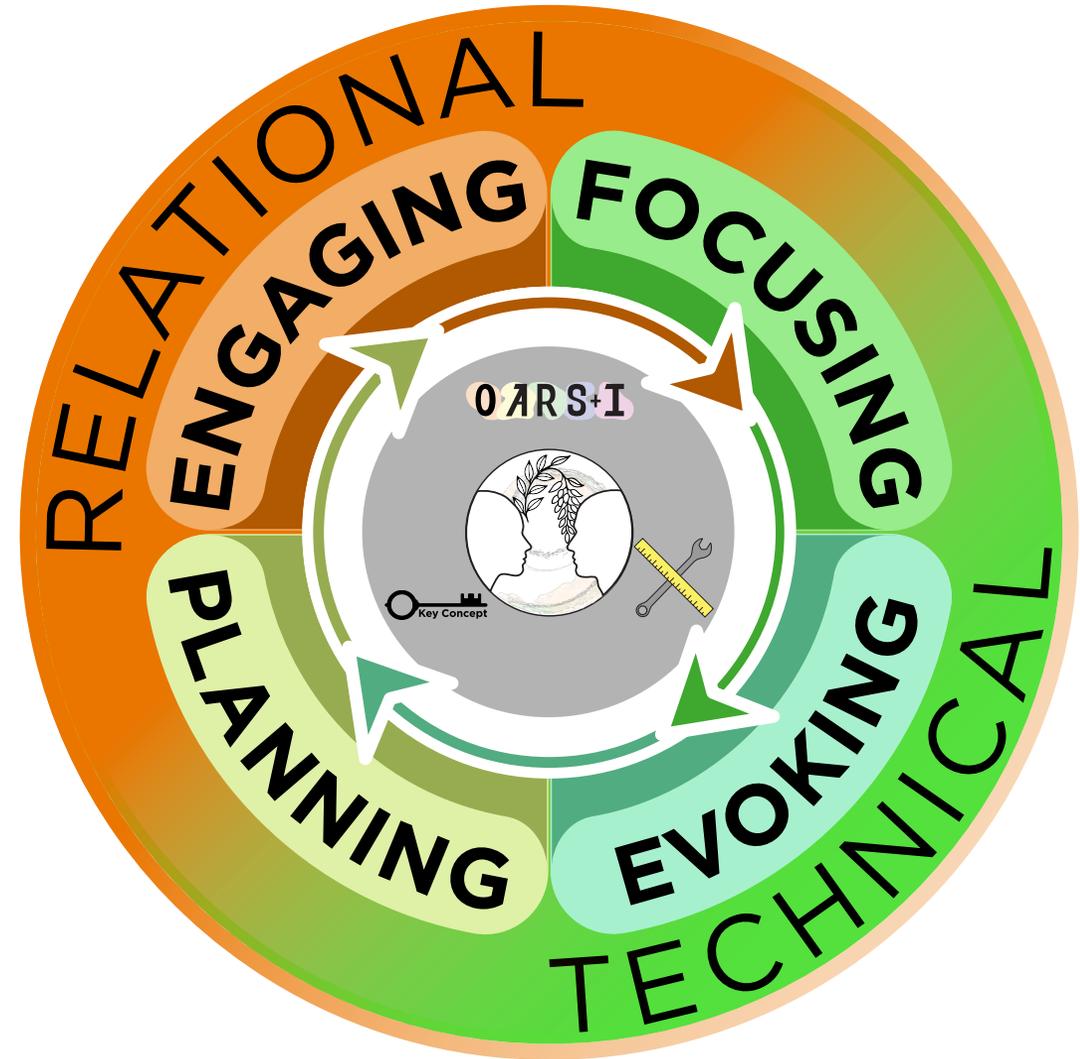
II. The Contemporary Model of MI

- Definition
- Core components
- **Fundamental processes:**
 - Engaging
 - Focusing
 - Evoking
 - Planning



II. The Contemporary Model of MI

- Definition
- Core components
- Fundamental processes
- A way of being with people



II. The Contemporary Model of MI

- Definition
- Core components
- Fundamental processes
- **A way of being with people**
 - Partnership
 - Acceptance
 - Compassion
 - Empowerment



II. The Contemporary Model of MI

- Definition
- Core components
- Fundamental processes
- A way of being with people
- **Communication skills (OARS+I):**

O A R S + I

O Open questions
A Affirmation
R Reflective listening
S Summarizing
+
I Informing (ask-offer-ask)

II. The Contemporary Model of MI

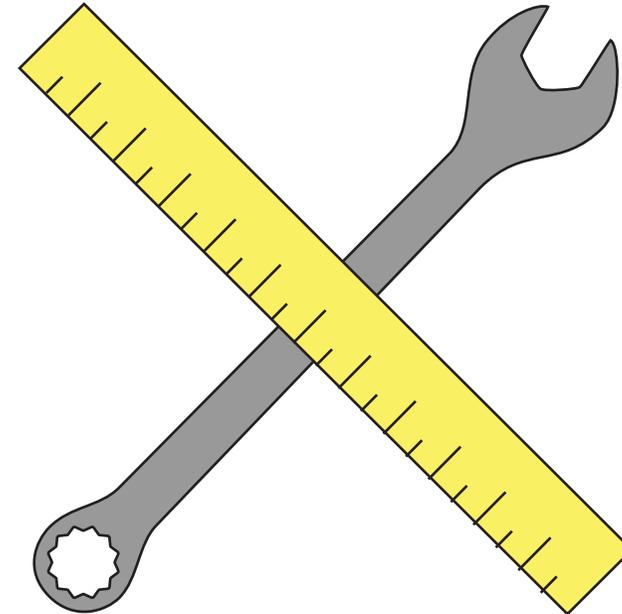
- Definition
- Core components
- Fundamental processes
- A way of being with people
- Communication skills
- **Key concepts:**



Engaging	Focusing	Evoking	Planning
<ul style="list-style-type: none"> ○ Avoid traps of disengagement ○ Rapid engagement 	<ul style="list-style-type: none"> ○ One change target at a time ○ Maintain focus once established 	<ul style="list-style-type: none"> ○ Motivation is a key to change ○ Client language matters ○ Ambivalence about change is normal 	<ul style="list-style-type: none"> ○ Look for signs of readiness ○ Menu of options

II. The Contemporary Model of MI

- Definition
- Core components
- Fundamental processes
- A way of being with people
- Communication skills
- Key concepts
- **Tools:**



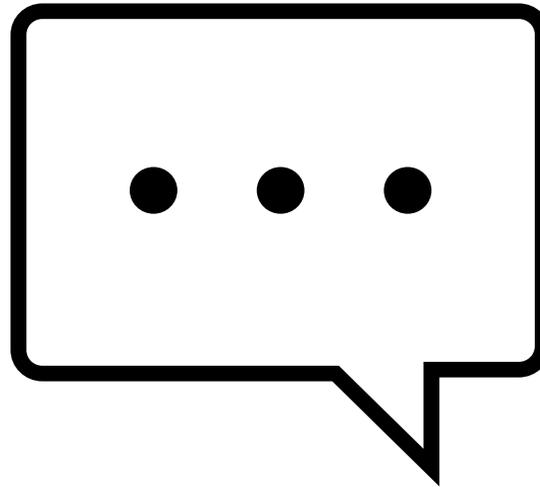
Engaging	Focusing	Evoking	Planning
<ul style="list-style-type: none"> ○ Reflective Listening Cheat Sheet 	<ul style="list-style-type: none"> ○ Agenda Map 	<ul style="list-style-type: none"> ○ Change Talk Cheat Sheet ○ Importance Ruler ○ Evoking Questions ○ Values Card Sort 	<ul style="list-style-type: none"> ○ Change Plan ○ Confidence Ruler

Visual Summary: The Contemporary Model of MI



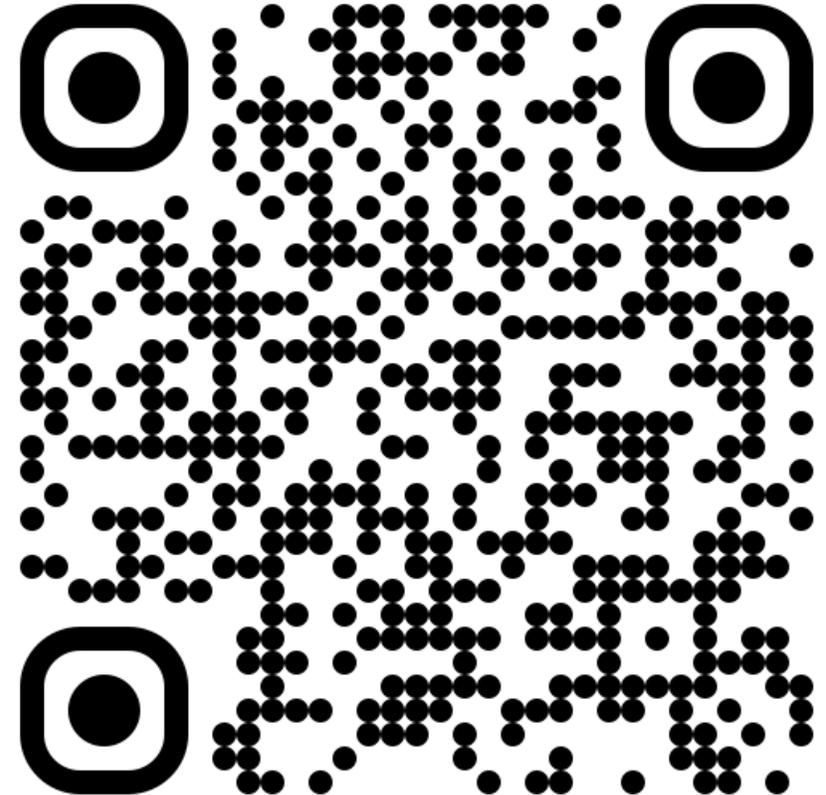
Reflection Question

What is one thing you're learning here?



III. New Online Course Overview

Easily accessible



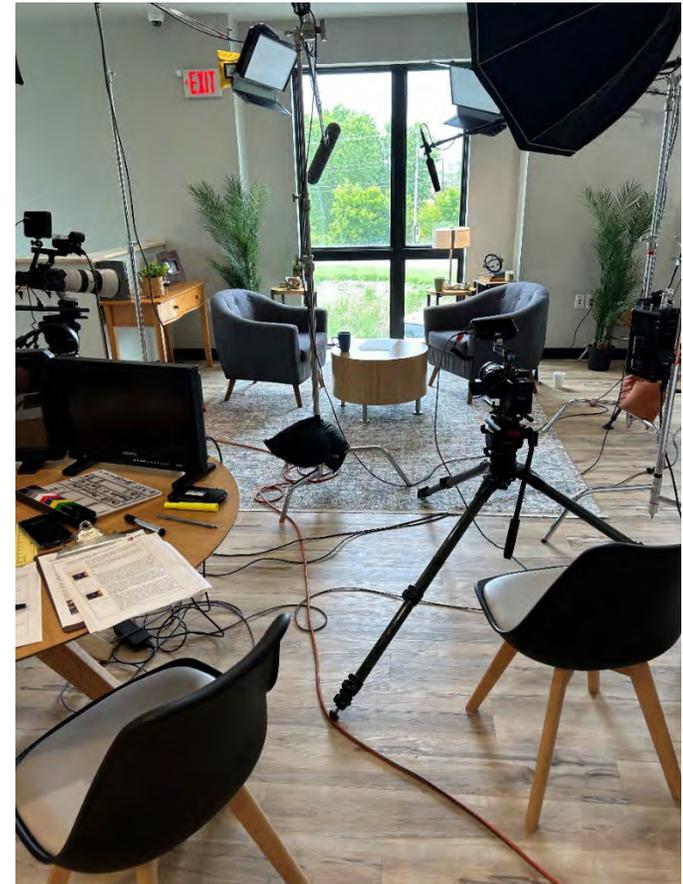
<https://www.uwgb.edu/behavioral-health/self-paced/special-topics/foundations-of-motivational-interviewing/>

III. New Online Course Overview

Participant guidebook

III. New Online Course Overview

Video demonstrations



IV. Learning MI: State-of-the-Art

- **Ineffective versus effective learning approaches**

Ineffective	Effective
Mindset: MI is easy; I'm already doing it!	Mindset: MI is not particularly easy to do well; it's a complex evidence-based practice!
Relying on one-time training	Training is followed by an ongoing learning process
Relying on self-assessment of skills	Direct observation of practice with structured observation to assess skills
Supervisor is uninvolved in ongoing learning	Supervisor is involved in a coaching role to guide and support ongoing learning

IV. Learning MI: State-of-the-Art

- Ineffective versus effective learning approaches

Learning Components	Knowledge	Skill	Use
Didactic lecture	10%	5%	0%
+ Demonstration	30%	20%	0%
+ Practice	60%	60%	5%

Source: Joyce & Showers (2002).

IV. Learning MI: State-of-the-Art

- Ineffective versus effective learning approaches

Learning Components	Knowledge	Skill	Use
Didactic lecture	10%	5%	0%
+ Demonstration	30%	20%	0%
+ Practice	60%	60%	5%
Training followed by regular on-the-job coaching	95%	95%	95%

Source: Joyce & Showers (2002).

IV. Learning MI: State-of-the-Art

- Ineffective versus effective learning approaches
- **Cycle of learning**



IV. Learning ML: State-of-the-Art

- Ineffective versus effective learning approaches
- Cycle of learning
- **Three levels of implementation**

IV. Learning MI: State-of-the-Art

- Ineffective versus effective learning approaches
- Cycle of learning
- **Three levels of implementation**

Level 1: Practitioner	<ul style="list-style-type: none">• Self-guided learning• Use of tools• Deliberate practice
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IV. Learning MI: State-of-the-Art

- Ineffective versus effective learning approaches
- Cycle of learning
- **Three levels of implementation**

Level 1: Practitioner	<ul style="list-style-type: none">• Self-guided learning• Use of tools• Deliberate practice
Level 2: Team	<ul style="list-style-type: none">• Supervisor steps into MI coaching role• Group supervision for learning and integrating MI• Direct observation of practice with individualized feedback

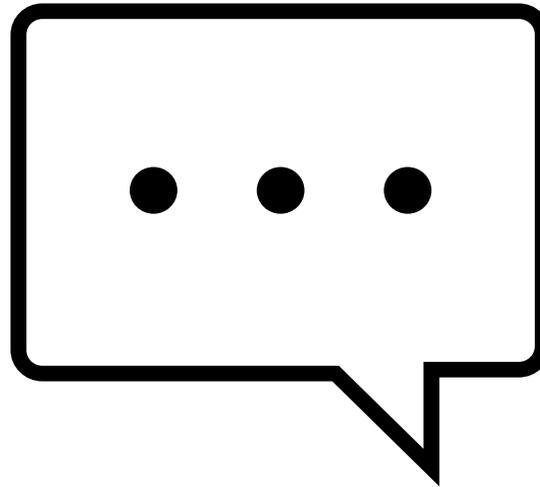
IV. Learning MI: State-of-the-Art

- Ineffective versus effective learning approaches
- Cycle of learning
- **Three levels of implementation**

Level 1: Practitioner	<ul style="list-style-type: none">• Self-guided learning• Use of tools• Deliberate practice
Level 2: Team	<ul style="list-style-type: none">• Supervisor steps into MI coaching role• Group supervision for learning and integrating MI• Direct observation of practice with individualized feedback
Level 3: Organization	<ul style="list-style-type: none">• Leadership team• Supervisors in MI coaching role• Cycle of learning operationalized, resourced, and activated• Regular collection of fidelity data to guide improvement

Reflection Question

Where does the hour leave you?



References

- Joyce & Showers (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Miller, W. R. (2025, October). *Homecoming: A 50-year journey* [plenary]. Minneapolis, MN: The Motivational Interviewing Network of Trainers annual conference.
- Miller W. R. (2023). The evolution of motivational interviewing. *Behavioural and Cognitive Psychotherapy*, 51(6), 616-632.
- Miller, W. R., & Rollnick, S. (2023). *Motivational interviewing: Helping people change and grow* (4th ed.). New York, NY: Guilford Press.