Motivational Interviewing Trainer Assessment (MITA)

Global Ratings

Evocation	• Draws out learners wisdom, insight, clarity, understanding, opinions, creativity, answers, solutions, goals, commitments & motivations	1 **Low**	2	3	4	5 **High**
Empathy	• Shows active & sincere interest in understanding needs & perspective of learners • Consistently uses artful reflective listening	1	2	3	4	5
Autonomy	• Honors learners choice in participation; and in learning & using MI	1	2	3	4	5
Clarity of instructions	• Delivery of instruction for activity is clear, articulate, and concise	1	2	3	4	5
Interactive learning environment	• Primary focus is on active involvement: practicing MI	1	2	3	4	5
Rolls with trainee resistance *(discord & sustain talk)*	• Tolerates and accepts learners' disagreement, ambivalence, and preferences for other approaches	1	2	3	4	5
Multi-modal learning approaches	• Uses a variety of multi-sensory, whole-brained learning approaches	1	2	3	4	5
Accurate and up-to-date MI information	• Clearly knows MI • Accurately can explain key concepts and processes of MI	1	2	3	4	5
Modeling; and Demonstrating MI	• Constantly models MI • Uses OARS throughout training process • Dances with learners!	1	2	3	4	5
Rhythm & Flow	• Keeps the learning moving • Steady pace; up-beat tempo	1	2	3	4	5
Debriefing	• Integrates a debriefing process into all activities • Links key MI concepts into debriefing process	1	2	3	4	5
Curriculum Strategy	• Sequencing of learning activities is strategically planned to optimize MI learning	1	2	3	4	5
Overall: MI as a style for training *("Teaching MI is like doing it")*	• Facilitates MI training consistent with MI practice	1	2	3	4	5

Facilitation Style

Eye Communication	• Maintains appropriate eye contact with all learners	1 **Low**	2	3	4	5 **High**
Gestures & movement	• Smiles often • Moves with purpose • Gestures naturally & freely • Expression consistent & congruent with message	1	2	3	4	5
Voice tone/volume	• Speaks slowly and clearly • Varies voice volume to emphasize key messages	1	2	3	4	5
Pacing	• Pauses to emphasize important points and to create transitions	1	2	3	4	5
Enthusiasm & humor	• Passionate about MI • Positive, up-beat, affirmative • Levity: does not take oneself too seriously	1	2	3	4	5
Time Management	• Keeps to allotted time • Sets a time frame that's short enough to keep the energy up, but long enough for learning	1	2	3	4	5
Use of A/V	• Gracefully navigates the integration of A/V with MI learning	1	2	3	4	5
Flexibility	• Adjusts training time and/or agenda based on emerging learner needs or feedback					

Behavior Counts

Sharing Information			
Setting agenda Setting up and managing activity			
Debriefing Activity			
Offering Feedback			
Modeling; Demonstrating MI			
Responding to learner questions			
Telling a story, anecdote			
Using multi-media			

Question	Closed Question		
	Open Question		
Reflect	Simple		
	Complex		
Affirm			
Emphasize Control			
Ask permission			
MI Non-Adherent	Advise, confront, direct		

Multi-Modal Learning Approaches