

Assessment of Motivational Interviewing Groups – Observer Scale (AMIGOS - v 1.2)

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DESCRIPTIVE ITEMS

(complete blanks and circle appropriate items; leave blank if unknown)

NUMBER OF LEADERS F _____ M _____

NUMBER OF MEMBERS F _____ M _____

MEMBERS' AGE (estimate) 10-17_____ 18-25_____ 26-40_____ 41-60_____ 60+_____

TYPE OF GROUP Outpatient Inpatient Residential Other (specify)_____

OBJECTIVE Behavior/Issue Change Tx engagement Other (specify) _____

FORMAT Support Psychoeducational Psychotherapeutic Other (specify) _____

STRUCTURE Unstructured Semi-structured Structured

COMPOSITION Homogeneous focus Heterogeneous focus

NUMBER OF SESSIONS Single session Brief (2-4) Time limited (5-12) Longer term (>12) Open-ended

SESSION NUMBER (if known) Session _____ out of _____ total sessions

SESSION LENGTH (in minutes) _____

ADMISSION Open Closed Staggered/Other (specify)_____

TIME FOCUS (check if focus) Past _____ Present _____ Near future _____ Far Future _____

MI GROUP STRATEGIES

(Blank=No focus, 1=passing focus, 2=focus)

Engaging		Exploring		Building Momentum		Moving into Action	
Pre-group		Eliciting Goals		Values		Change Planning	
Orientation		Lifestyles /Habits		Assessment		Commitment	
Guidelines		Typical Day		Envisioning		Initiation	
Structuring		Ambivalence		Past Successes		Progress	
Connecting		Looking Back		Strengths		Challenges	
		Heuristic model		Importance		Termination/Toward the Future	
		Eliciting Goals		Confidence			

OTHER MI-CONSISTENT STRATEGIES:

NON-MI STRATEGIES:

SESSION GLOBAL CODES

(see coding keys on following pages)

GROUP PROCESSES					
Engaging	1	2	3	4	5
Linking	1	2	3	4	5
Openness	1	2	3	4	5
Climate	1	2	3	4	5
Cohesion	1	2	3	4	5
Altruism	1	2	3	4	5
CLIENT-CENTERED STYLE					
Framing	1	2	3	4	5
Autonomy	1	2	3	4	5
Empathy	1	2	3	4	5
Deepening	1	2	3	4	5
Broadening	1	2	3	4	5
Future Focus	1	2	3	4	5
MI CHANGE FOCUS					
Narrowing	1	2	3	4	5
Momentum	1	2	3	4	5
Evoking	1	2	3	4	5
Strengths	1	2	3	4	5
Progress	1	2	3	4	5
Hope	1	2	3	4	5
OPTIONAL SCALES					
Leader Floor Time	1	2	3	4	5
Task Focus	1	2	3	4	5
Information Exchange	A	B	C	D	E
Transparency	A	B	C	D	E

INSTRUCTIONS FOR CODERS

- Record global ratings that provide the best overall description of what you observed in the video or audio recording.
- In general, consider starting with a 3 rating as a default, and adjust from there. If there is a peak moment during a session that would warrant a 5 rating, but the bulk of the session is better characterized by another rating, please assign the rating that is most characteristic of the session overall, not the peak (or worst) moment.
- Some of the items refer to group members in general. Again, try to assign the code that is most characteristic overall – for example, one or two members may be highly supportive or open, while most other members have mixed reactions to one another or are only partially revealing. In this instance, a rating of 3 on climate and openness are more appropriate than a 5.
- Finally, assign ratings only on what you observe, not on members’ comments about things that happened during other portions of the life of the group that are not in the recording. For example, if members report there has been conflict in any earlier portion of the group, yet are openly discussing it in a genuine and friendly manner, ratings of 5 on climate and openness may be more appropriate than deducting that during other periods of the group, there has been conflict and withholding, and estimating a 3 on climate and openness based on the content of the comments during the recorded period.

DESCRIPTIVES

Age	Estimate number of members in each age group
Type	Inpatient services are typically brief, emergency adjustment; Residential services are longer-term
Objective	Select “change” if focus is on behavior change or resolution of some issue; treatment engagement if clearly preparatory to more intensive treatment; “other” if other or if unknown
Format	Support groups typically relate to a life adjustment; Psychoeducational groups focus on personalizing and processing information around a diagnosed mental health condition or other problem, may include skills-building; Psychotherapeutic groups involve processing in greater depth members’ experiences and perspectives
Structure	Unstructured groups have no session-specific agenda or topical focus; Semi-structured groups have identified focus; Structured groups have identified focus and specific topics/ exercises, with careful time management, sometimes manual-driven
Composition	Homogeneous groups have members with similar problem areas (e.g., addiction, criminality, PTSD) or other identifiable similarity between all members (gender, cultural background, age-limited); Heterogeneous groups have a variety of client backgrounds, problems, etc.
Pre-group Interview	Members first met with individually or in small groups for group orientation or screening?
Admission	Open groups serve different clients each session; Closed groups have the same clients for the duration of the group; Staggered admission admits new clients at every X number of sessions or time period, or whenever there are openings up to a maximum number. If some other policy, please specify.
Time Focus	Past = Before current episode or before current referral if chronic problem; Present = From referral/treatment initiation to present session; Near future = Focus on coming days/weeks, often related to current change attempt or current treatment episode; Far Future = Beyond current active change attempt, often related to longer-term maintenance of change or future goals/vision
Other	Briefly list any other MI-consistent strategies used, as well as any strategies used that are not specifically MI-related strategies, whether antithetical to MI or simply from a different tradition.

GROUP STRATEGIES

Pre-group	Check if any pre-group discussion prior to the start of the session is referenced (specify)
Orientation	Leader provides an orientation to the nature of the group, such as MI spirit, focus of discussion, and/or rationale; may include differentiating group from referral source or other types of groups
Guidelines	Discussion of interaction rules, group guidelines, confidentiality, etc.; preferentially elicited
Structuring	Leader describes session focus or session tasks, agenda
Connecting	Developing positive connections between group members, such as through discussing an interest, hobby or passion
Eliciting Goals	Exploring members' personal goals for the group, distinguished from agency or referral goals
Lifestyles /Habits	Discussing daily or regular habits, behaviors, hobbies, etc;
Typical Day	Reviewing a typical day for patterns that may or may not directly related to problem focus
Ambivalence	Discussing ambivalence, good things/less good things, etc.
Looking Back	Discussing how the past was different from or better than the present, or how the past led to the present
Heuristic model	Introducing any model/framework for considering problems or patterns (e.g., stages of change, adaptation to chronic illness, ready-willing-able),
Values	Eliciting and discussing personal values/ideals/preferences although the word "values" may not be included
Assessment	Reviewing individual assessment feedback, discussing reactions
Envisioning	Considering possible futures, whether only desired future is discussed or multiple possible paths are considered; may include querying extremes (best/worst outcomes)
Past Successes	Discussing past successes in making changes, or previous successful experiences
Strengths	Discussing clients strengths used in the past or that they may bring to bear on current situation
Importance	Discussing importance of making a change, whether hypothetical, general or specific, with or without scaling
Confidence	Discussing confidence making a change, whether hypothetical, general or specific, with or without scaling
Change Planning	Exploring change goals, reasons, plans, supports, measures of success, alternative plans for setbacks, etc.; may be hypothetical; may include importance/confidence review
Commitment	Eliciting members' explicit, verbal commitment to a specific goal or direction
Initiation	Focusing on "first steps" or preparatory work intended to lead to a change attempt
Progress	Exploring progress to date, goals reached or approached, changes in plans
Challenges	Discussing expected/ unexpected obstacles, challenges or setbacks met during change attempts
Termination/Toward the Future	Final review of group goals and progress, members saying goodbye to one another, or planning for the future after the end of group; includes a focus on termination when one or a subset of members is leaving

GROUP ENGAGEMENT

ENGAGING

1	2	3	4	5
Leader puts little effort into engaging group members into group processes and dialogue	Leader engages a few members regularly, or several members for brief periods, but the group remains mostly uninvolved	Leader successfully engages several members in group discussion, with some members noticeably quiet and/or uninvolved	Leader generally keeps most members identifiably involved in the group process, with regular participation by most members	Leader consistently keeps all or nearly all members involved in the group process, even when they are not speaking

LINKING

1	2	3	4	5
Leader does link members' goals, themes or change processes	Leader occasionally links members' goals, themes or change processes	Leader links some members' goals, themes or change processes	Leader often links members' goals, themes or change processes, facilitating connections between members	Leader consistently links members' goals, themes or change processes, facilitating a strong web of connections between members

OPENNESS

1	2	3	4	5
Members appear highly guarded; actively avoid or resist sharing perspective and feelings	Members appear fairly guarded; sharing surface perspectives and feelings upon direct request	Members appear neutral; willing to share if conditions are right, but do not regularly initiate sharing beyond surface level	Members actively share their perspectives and feelings to a large degree	Members share deeply; willing to share even unpopular opinions or vulnerabilities not regularly revealed

CLIMATE

1	2	3	4	5
Members are regularly or highly critical of one another, dismissing one another's opinions and challenging perspectives	Members are somewhat uninvolved with one another, generally not extending support	There is an even balance of supportive and affirming comments with critical or dismissive comments	Members are fairly supportive and affirming of one another, with limits	Members are highly supportive and affirming of one another regardless of perspectives shared

COHESION

1	2	3	4	5
Members appear to be a collection of isolated individuals, with no sense of bonding or solidarity	Members appear to have occasional connections with one another and occasional sense of being "in it" together	Members appear to have moderate, ongoing sense of interconnectivity, and moments of meaningful bonding	Members appear reasonably close and connected, with a sense of being part of a group, and that the bonds between them are valuable	Members appear to have strong and deep bonds with one another, a strong sense of solidarity and belonging

ALTRUISM

1	2	3	4	5
Members consistently act in their own interest and attempt to steer the group back to their own concerns	Members mostly act in their own interest and rarely put aside their individual concerns in service of helping others	While not ignoring their own issues or progress, members occasionally focus on helping others in the group	While not ignoring their own issues or progress, members often focus on helping others in the group	While not ignoring their own issues or progress, members consistently focus on helping others in the group

CLIENT-CENTERED STYLE

FRAMING

1	2	3	4	5
Leader guides the group to discuss issues almost entirely from within a professional framework or perspective	Leader mostly discusses issues from within a professional framework; members' perspectives are sometimes considered	There is an even balance between considering issues through professional framework and considering them through members' perspectives	Leader mostly guides the group to discuss issues from within members' perspectives	Leader guides the group to discuss issues almost entirely from within members' perspectives

EMPATHY

1	2	3	4	5
Leader makes little attempt to understand members' perspectives	Leader makes efforts to understand members, but fails to understand several members' perspectives	Leader shows understanding of many members' perspectives, mostly limited to what members have explicitly communicated	Leader shows understanding of most members' perspectives, including some of what members' have not explicitly communicated	Leader shows deep understanding of nearly all perspectives, including much of what members' have not explicitly communicated

AUTONOMY

1	2	3	4	5
Leader consistently undermines members' autonomy, communicating that there is one right way of thinking or changing	Leader occasionally undermines members' autonomy, generally communicating that there is a preferred way of thinking or changing	Leader does not actively foster or discourage autonomy; generally accepting differences; occasionally questioning a particular perspective	Leader mostly supports members' autonomy, sometimes encouraging expression of personal values, perceptions, goals or choices	Leader consistently supports members' autonomy, encouraging expression of personal values, perceptions, goals or choices

DEEPENING

1	2	3	4	5
Leader does not deepen discussion by exploring members' underlying feelings, values, identity, or perspectives	Leader rarely deepens discussion, missing many opportunities to do so	Leader sometimes deepens discussion, while missing considerable opportunities to do so	Leader often deepens discussion as appropriate, sometimes missing opportunities to do so	Leader regularly deepens discussion by exploring members' underlying feelings, values, identity, or perspectives

BROADENING

1	2	3	4	5
Leader does not help members explore broader patterns or themes that tie together individual details	Leader rarely helps members explore broader patterns or themes that tie together individual details	Leader occasionally helps members explore broader patterns or themes that tie together individual details, but misses many opportunities	Leader often helps members explore broader patterns/themes, occasionally missing opportunities	Leader regularly helps members explore patterns/themes that tie together individual details into a larger whole that helps guide broader change

FORWARD FOCUS

1	2	3	4	5
Leader consistently guides the group to focus on the past or how the past led to the present	Leader often guides the group to focus on the past, with occasional exploration of the present and future	Leader balances focus between the past, present, and future; or has no discernible pattern of time focus	Leader often guides the group to focus on the present and future	Leader consistently guides the group to focus on the present and future

MI CHANGE FOCUS

NARROWING

1	2	3	4	5
Leader does not help members narrow focus, missing nearly all opportunities to sharpen focus	Leader rarely helps members narrow focus, missing many opportunities to sharpen focus	Leader occasionally helps members narrow focus from general interests or exploration to a greater specificity of detail, missing some opportunities	Leader often helps members narrow focus as appropriate, occasionally missing opportunities to sharpen focus	Leader regularly helps members narrow focus from general interests or exploration to specific experiences, well-defined interests and/or targets for change

MOMENTUM

1	2	3	4	5
Leader consistently guides members to thoroughly explore issues with no particular momentum toward action	Leader often guides members to explore issues with little momentum toward action, and occasionally focuses on moving toward action	Leader balances between moving conversations toward action and exploring issues without an identifiable sense of purpose or momentum	Leader often moves conversations toward action, but sometimes explores issues without an identifiable sense of momentum	Leader regularly moves conversations toward action, whenever appropriate

EVOKING

1	2	3	4	5
Leader consistently suggests specific change goals or plans	Leader mostly suggests specific change goals/plans, but occasionally elicits members' own goals or plans	Leader balances members' own change goals/plans with making recommendations; or does not focus on motivation/goals/plans	Leader mostly elicits members' own change goals/plans; occasionally suggests modifying them in line with professional recommendations	Leader consistently elicits members' own change goals/plans

STRENGTHS

1	2	3	4	5
Leader consistently focuses on members' deficits/ inabilities, and rarely if ever focuses on their strengths or competencies	Leader mostly focuses on members' deficits or inabilities, but sometimes focuses on their strengths or competencies	Leader equally focuses on members' strengths or competencies as well as on their deficits or inabilities	Leader mostly focuses on members' strengths or competencies, but sometimes focuses on their deficits or inabilities	Leader consistently focuses on members' strengths/ competencies, and rarely if ever focuses on their deficits or inabilities

PROGRESS

1	2	3	4	5
Leader consistently focuses on members' difficulties in making progress	Leader mostly focuses on members' difficulties in making progress, but sometimes explores positive progress	Leader equally focuses on members' growth or progress toward goals as well as on their problems and challenges	Leader mostly focuses on members' positive progress, but sometimes gives focus to members' difficulties	Leader consistently focuses on members' positive progress or growth. Problems are discussed as obstacles that can be overcome

HOPE

1	2	3	4	5
Members focus almost entirely on their concerns about being able to make things better	Members focus mostly on their concerns about being able to make things better, and only somewhat on their hope of doing so	Members have a balance in focusing on their hope that they can make things better and on their fears or concerns	Members mostly focus on their hope that they can make things better, but sometimes get bogged down by concerns	Members strongly focus on their hope that they can make things better, and rarely get bogged down by concerns

OPTIONAL AND PROVISIONAL SCALES

LEADER FLOOR TIME – *approximately what percentage of time is the leader speaking?*

1	2	3	4	5
81-100% of the session	61-80 % of the session	41-60% of the session	21-40% of the session	0-20% of the session

TASK FOCUS

1	2	3	4	5
Leader makes little attempt to shape conversations to be focused and on task; hard to identify which issues are focused on	Leader makes some attempts to shape conversations to be focused and on task; group often wanders to unrelated issues	Leader attempts to help the group focus and be on-task; with mixed results (sometimes succeeds and other times group meanders)	Leader keeps the group mostly focused and on-task, with some exceptions	Leader consistently keeps the group focused and on-task

(The following items are descriptive rather than evaluative)

INFORMATION EXCHANGE

A	B	C	D	E
Leader provides extensive information to group members, and rarely if ever elicits members' knowledge, perspectives, or reactions to information presented	Leader provides some substantive information to group members, occasionally eliciting members' knowledge, perspectives and reactions to information presented	Leader balances providing substantive information to the group with eliciting members' knowledge, perspectives, and reactions	Leader occasionally provides information to group members, more often eliciting members' knowledge and perspectives, and usually eliciting reactions to any information presented	Leader rarely provides information to group members, nearly always eliciting members' knowledge and perspectives, and always eliciting reactions to any information presented

TRANSPARENCY

A	B	C	D	E
Leader does not reveal his or her experiences, reactions or impressions, even when it may benefit the group to do so	Leader reveals some of his or her experiences, reactions or impressions.	Leader is generally transparent about appropriate aspects of his or her experiences, reactions or impressions when it is helpful to do so, and rarely draws attention to himself/herself when it would be a distraction	Leader reveals considerable experiences, reactions or impressions, at times without a clear therapeutic purpose	Leader excessively reveals experiences, reactions or impressions, drawing attention to himself-herself in a distracting way