Video Assessment of Simulated Encounters-Revised

A Scoring Guide for the
Motivational Interviewing Training and Assessment System

Citation:

VASE3 1.1. Modified February 22, 2018
The Video Assessment of Simulated Encounters – Revised (VASE3) was modified from Rosengren, Baer, Hartzler, Dunn, and Wells (2005) Video Assessment of Simulated Encounters-Revised to adapt the video prompts to simulate the communications from clients within a context specific helping relationship. The VASE-R2 is used in conjunction with the Motivational Interviewing Training and Assessment System (MITAS), which has been contextualized for three diverse applications in educational situations: (1) school-based, (2) home visitation, and (3) higher education.

The VASE – R2 consist of three video vignettes, each containing eight stems. Four stems request that participants respond with a reflection. Two reflections are required in response to sustain talk. One reflection is in response to change talk only, and one is in response to a prompt containing both change and sustain talk. Two stems request that participants respond with open-ended questions. One open-ended question is required in response to change talk and one is in response to both change and sustain talk. Video prompts are not required for the final two stems. One stem requests an affirmation and the other a summary.

Consultants are prompted to generate written responses consistent with MI skills. The measure contains four subscales: open-ended questions, affirmations, reflections, and summaries. All responses are rated on a 3-point scale with 0 reflecting a response that Elicits / Reinforces Sustain Talk or Engenders Discord, 1 reflecting responses that were neutral, and 2 reflecting the motivational use of MI skills. Detailed subscale scoring rules and descriptions of these categories are provided for each MI skill being measured.

Scoring Rules
All items are scored on a 3-point scale. Items are intended to elicit responses that are consistent with specific MI skill areas.

0. **Elicits / Reinforces Sustain Talk or Engenders Discord:** Responses of 0 may elicit or reinforce sustain talk and are likely to engender discord. Examples include inaccurate reflections, statements meeting the MINA codes of the MITI 4.0\(^2\) (Persuade or Confront), are suggestive of maintaining the status quo, or lack appropriate pacing (e.g., moving to Planning without adequate attention to Engaging, Focusing, or Evoking).

1. **Neutral:** Responses of 1 do not meet the description of a score of “0” (described above) nor are they motivational (described below). A response that does not focus on change would also be considered neutral.

2. **Motivational:** Responses of 2 are motivational in that they inherently invite a response that contains change talk, support consideration of desired change, or summon the consideration of new connections for which the client is ambivalent about (i.e., inferred meaning, emotions, and/or values). Examples of motivational statements include:
   a) Strategic accurate reflections or summaries (i.e., focusing on change talk only when change and sustain talk exist).

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b) Simple reflections in the face of significant sustain talk.
c) Complex reflections in the direction of change.
d) Questions likely to evoke change talk, or affirmations of change talk.

**Decision rules:**

- For responses containing skills that have not been prompted, score only the elicited skill.
- For responses containing more than one utterance of the elicited skill, record the lowest scored utterance.
- Responses that contain statements meeting the MINA codes of the MITI 4.0\(^3\) (Persuade or Confront) are coded a “0,” even if remaining or other parts of the response might be coded a “1” or “2.”
- If the video prompt contains sustain talk, a simple reflection should be coded as motivational.
- Complex reflections may be coded as a “0”—if it meets the “0” definition above, and/or the “0” definition for reflective practice below.\(^4\)
- Punctuation is ignored.
- Responses in third person are not coded and left blank on the score sheet.
- No answer is coded as missing...

**Subscale Scoring Rules**
These descriptions contain item numbers and guidance for scoring each subscale.

**Open-ended Questions**

0- A question that inherently invites sustain talk or discord. Examples include:
   a. Intention to diagnose the problem
   b. MINA statements (Persuade or Confront)
   c. Movement towards planning in the presence of sustain talk and/or the absence of commitment to change
   d. Closed-ended questions in presence of change talk

1- Question is neutral and accurate, but does not strategically solicit change talk.
   a. A closed-ended question in the presence of sustain talk.

2- Questions that inherently invite change talk exemplify at least one of the following accurately:
   a. A closed-ended question or simple reflection in the presence of sustain talk.
   b. An open-ended question that exemplifies at least one of the following accurately:
      i. An amplification
      ii. Added emotion
      iii. Connection to values or goals
      iv. Supports consideration of adult desired change.
         1. Investigating the pros of change, or
         2. Investigating the cons of the status quo

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\(^4\) Prompts that contain sustain talk are noted with an *

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3. Comparison statements / past successes.

**Affirmations**

0- Praise, approval or a response that does not recognize strengths, efforts, resources, or to acknowledge current or past conditions. MINA statements (Persuade or Confront).
1- Response that cannot be scored as a “0” or “2”. It may acknowledge current or past conditions, but not strengths, effort, or resources. This may include a simple reflection of positive intent.
2- Response notices, recognizes, or acknowledges strengths, effort, resources or acknowledges current or past conditions.

**Reflective Listening**

0- A statement that communicates the respondent has not understood the client, or has ignored the need to confirm their understanding of what was said (e.g., ask questions). MINA statements (Persuade or Confront)
1- An accurate simple or complex reflection that does not infer the consideration of change.
2- An accurate simple reflection when confronted with sustain talk, or a complex reflection (amplification, added emotion, connection to values or goals) that supports the consideration of desired change.

**Summaries**

0- A response that is not a summary or is an inaccurate summary. MINA statements (Persuade or Confront).
1- An accurate summary that is neutral (i.e. non-strategic, just the facts).
2- A summary that is accurate and strategic in that it that exemplifies at least one of the following accurately:
   a) Includes content consistent with desirable adult change
   b) Excludes content suggestive of maintaining the status quo, OR explores sustain talk appropriately (e.g., decisional balance activity).
   c) May or may not end with an open-ended question that meets the criteria of Motivational and/or Intentionally Directional as described previously.

**Content and Cut-off considerations**

In order to “establish basic proficiency in MI skills,” Rosengren et al., adopted a 75% rule. Thus, by averaging item scores across each subdomain area (See table below) a total score is produced and compared to 75% of the total possible score for interpretation. These cut-off scores are intended as a measure of quality; however they have not been empirically validated. Thus, the cutoff scored should be interpreted with caution. The VASE–R2 is also a means of providing feedback during the teaching and learning of MI or during the coaching of simulated encounters.

<table>
<thead>
<tr>
<th>Sub-scales</th>
<th>Response Numbers</th>
<th>Possible Item level Score</th>
<th>Possible Total Sub-scale Score</th>
<th>75%</th>
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</thead>
<tbody>
<tr>
<td>Open-ended Questions</td>
<td>2, 4, 12, 14, 18, 20,</td>
<td>0, 1 or 2</td>
<td>0-12</td>
<td>&gt;/= 9</td>
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<tr>
<td>Affirmations</td>
<td>7, 15, 23</td>
<td>0, 1 or 2</td>
<td>0-6</td>
<td>&gt;/= 4</td>
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VASE3 1.1. Modified February 22, 2018
Lisa is a forty-three-year-old female preschool teacher who is midway through her twentieth year of teaching at your school. She has invited you to work with her, as she feels she has “lost her touch” when it comes to classroom management. She believes that families have become more lenient with their children over the years, and that this has resulted in an increase in behavior problems. Lisa relies on the traditional “color card” system in her classroom; which uses a green, yellow, and red card that the children “flip” after breaking the rules.

(Lisa offers both Change and Sustain talk) I’ll be honest with you. Things aren’t going that great, and what I am doing with these kids may be too harsh. I yell now and then, but it’s what I have to do to survive.

Response 1. Write a reflection that shows you are listening
Response 2. Write an open-ended question to move the conversation forward.

(Lisa offers Change talk) Well, I used to be much better at this. I had my classroom running smooth, the children and I were getting along, and I had a couple of really good years. Now, everything has fallen apart.

Response 3. Write a reflection that shows you are listening
Response 4. Write an open-ended question to move the conversation forward.

(Lisa offers Sustain talk) I’ve never had the types of challenges I am facing today; children have so many significant behavior problems, and their parents just don’t seem to care.

Response 5. Write a reflection that shows you are listening

(Lisa offers Sustain talk) You know, people don’t make a big enough deal out of the lack of discipline at home these days. Discipline begins at home, and there isn’t much a teacher can do when parents expect nothing of their children.

Response 6. Write a reflection that shows you are listening

No video-prompt.

Response 7. Write an affirmation that you think would be helpful.

Response 8. Write a summary that touches on important topics.
Vignette 2

Bailey is a twenty-seven-year-old mother of three girls. Each of her children has attended your elementary school. Now, Bailey's youngest child, Elise who is in pre-K, is having behavior problems in school. You've invited Bailey in to talk about the behavior problems that have been reported by the teacher.

(Bailey offers Sustain talk) I’m not sure how this is going to help me. I mean it is Elise who needs your help, not me. At home we don’t have any problems.

Response 9. Write a reflection that shows you are listening.

(Bailey offers Sustain talk) This has all been a bit stressful, and confusing. I’m not sure how she can be so different at home than at school. I don’t want to blame the teacher or anything – but I sometimes wonder if it’s something with the teacher.

Response 10. Write a reflection that shows you are listening.

(Bailey offers both Change and Sustain talk) It’s like she’s a different kid or something. When the teacher calls, its like she is describing someone else’s kid – not Elise. For me she has always been a sweet little girl, maybe a little spoiled, but she’s the little one.

Response 11. Write a reflection that shows you are listening.

Response 12. Write an open-ended question to move the conversation forward.

(Bailey offers Change talk) I do tend to treat her like the little girls she is – at home I mean – you know the youngest child syndrome. I don’t know, maybe I’ve made her transition to school more difficult because we baby her too much.

Response 13. Write a reflection that shows you are listening.

Response 14. Write an open-ended question to move the conversation forward.

No video-prompt.

Response 15. Write an affirmation that you think would be helpful.

Response 16. Write a summary that touches on important topics.

Vignette 3

Abigail is a 16-year-old mother of Toni, an 18-month-old girl. Abigail has very little contact with the baby’s father, and is living at home with her mother (Cindy). Abigail has come to you for advice as her relationship with Cindy has become strained. Cindy often uses the refrain “I can’t tell the children from the adults in this house!” While Abigail wants desperately to be seen as an adult – her behavior does not always follow suit.

(Abigail offers Change talk) Oh my Gosh. I can’t stand it at home any more; my mom (Cindy) treats me like a child!

Response 17. Write a reflection that shows you are listening
Response 18. Write an open-ended question to move the conversation forward.

(Abigail offers both Sustain and Change talk) Yeah! Well, I am out with my friends a lot— I like hanging out with my friends. So I guess that’s why she’s always giving me advice, telling me how to do everything.

Response 19. Write a reflection that shows you are listening
Response 20. Write an open-ended question to move the conversation forward.

(Abigail offers Sustain talk) Cindy is making all the decisions – and she has to, I am at school most of the day.

Response 21. Write a reflection that shows you are listening.

(Abigail offers Sustain talk) I don’t even know if I am capable of making the tough decisions.

Response 22. Write a reflection that shows you are listening.

No video-prompt.

Response 23. Write an affirmation that you think would be helpful.

Response 24. Write a summary that touches on important topics.
**MITAS: VASE-3 SCORING FORM**

**GENERAL SCORING RULES:** All items are scored on a 3-point scale (0 = Elicits/Reinforces Sustain Talk or Engenders Discord, 1 = Neutral, 2 = Motivational). Please see the scoring manual for guidance scoring individual items. After scoring each item, subscale scores can be calculated by transferring each item score to the white box to the right of the item and then summing each column.

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**SUBSCALE SCORES:**
- Range: 0 - 12
  - 75%; >= 9
- Range: 0 - 6
  - 75%; >= 4
- Range: 0 - 24
  - 75%; >= 18
- Range: 0 - 6
  - 75%; >= 4

**TOTAL SCORE:**
- Range: 0 - 48
  - 75%; >= 36

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