The Written Assessment of Simulated Encounters for School Based Applications
Scoring Guide for Application with the MITS

The Written Assessment of Simulated Encounters for School Based Applications (WASE – SBA) measures a person’s ability to generate reflective responses on paper, providing a kind of minimum assurance, but no guarantee that this person may actually use the same skill during conversations about change. Thus, the WASE – SBA may be best suited as a formative measure of reflective listening during the teaching and learning of MI and simulated coaching situations.

The MITS applied WASE - SBA has been modified from its original form (Miller, Hedrick & Orlofsky, 1991) in order to adapt the prompts to a school-based context, for use with school-based consultants.

Like the original tool, the WASE – SBA uses a series of paragraphs that simulate the communications from teachers or parents who express specific concerns. Respondents are prompted to “The following six paragraphs are things that a teacher or parent might say to you. With each paragraph, imagine that this person is talking to you and explaining a problem that he or she is having. You want to help by saying the right thing. Think about each paragraph. For each paragraph, write the next thing you might say if you wanted to be helpful, and reflective.” Respondents are prompted to write only one or two sentences for each situation.

The MITS applied WASE - SBA is scored by rating each response on the following 5-point scale, with a rating of 1 being indicative of weak and 5 being indicative of strong reflective practice.

<table>
<thead>
<tr>
<th>Score</th>
<th>Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Roadblock(s) Present</strong> A rating of 1 is assigned when the response contains no reflection, and does include at least one “roadblock” as defined below.</td>
</tr>
<tr>
<td>2</td>
<td>A rating of 2 is assigned when the response contains both a reflection (see levels 3, 4 &amp; 5 below) and a roadblock, or contains neither a reflection nor a roadblock.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Simple</strong>. A rating of 3 is assigned when a response includes a reflection that merely repeats the content of the parent or teacher prompt.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Complex</strong>. A rating of 4 is assigned to responses that include paraphrasing, and/or the addition of inferred meaning or emotion appropriate to the parent or teacher prompt and/or recognition of values</td>
</tr>
<tr>
<td>5</td>
<td>A rating of 5 is assigned to responses that meet the scoring guide description for a rating of 4, and infers potential parent or teacher behavior change (e.g., the linking of individual values, labeling specific behavior changes, inference to DARN-C).</td>
</tr>
</tbody>
</table>

If a response meets the scoring guide description for a rating of 3, 4 or 5, and includes a roadblock – the response will be assigned a rating of 2.

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Gordon’s 12 roadblocks to effective communication

- Ordering, directing, or commanding
- Warning or threatening
- Giving advice, making suggestions, providing solutions
- Persuading with logic, arguing, lecturing
- Judging, criticizing, disagreeing, blaming
- Agreeing, approving, praising
- Shaming, ridiculing, name calling
- Interpreting, analyzing
- Moralizing, preaching, telling parents or teachers their duty
- Reassuring, sympathizing, consoling
- Questioning, probing
  - Open-ended questions with a teacher or parent behavioral focus that are neutral to intentionally directional are NOT considered roadblocks.
  - Closed- or open-ended questions with a student or child behavioral focus that are probing, suggestive, or diagnostic are considered roadblocks.
- Withdrawing, distracting, humoring, changing the subject.

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The Motivational Interviewing Training and Supervision (MITS)
Written Assessment of Simulated Encounters for School Based Applications

ID Number

The following six paragraphs are things that a teacher or parent might say to you. With each paragraph, imagine that someone you know is talking to you and explaining a problem that he or she is having. You want to help by saying the right thing. Think about each paragraph. For each paragraph, write the next thing you might say if you wanted to be helpful, and reflective. *Write only one or two sentences for each situation.*

A twenty-nine-year-old female teacher, who is in her seventh year of teaching at your school, says: “Yesterday Bobby came to school, obviously agitated. When I asked him what was wrong, he would not look at me or respond. As the morning progressed his agitation got worse. When I asked him to participate in our group meeting, he yelled out and began to shove the other children. It got worse when I intervened, and he tried to hit me! I just don’t know what to do!”

A fifty-five-year-old male teacher, who has worked for the school for 25 years says: Justine’s mother can really make a person mad. She’s always coming to school and bothering us or complaining about things that really never happened. It can take time away from the kids, but I’ve found that giving her a classroom responsibility – like recording homework or running a small discussion group – helps her stay appropriately engaged!”

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1 Modified from the original; Miller, Hedrick & Orlofsky, 1991.
A twenty-three-year-old female teacher, who is in her first year of teaching, says: “I’m really mixed up. A lot of the teachers here do things I don’t agree with and the Principal tells us not to do. Like, they tell me to send Fredrick to the timeout room when he misbehaves, but we’re supposed to handle misbehavior in our rooms. I want to fit in, but I don’t know what would happen if I went along with them.”

A thirty-five-year-old mother says: "My Maria is a good girl. She’s never been in trouble, but I worry about her. Especially, when she is with her father (we are divorced) she does things that she knows I am not in favor of. She just had her ears pierced without asking me! I feel like her father is too easy on her, and now I’m “mean mommy!”

A nineteen-year old father says: “I really feel awful. Yesterday I yelled at Andy again. I just lose my temper and forget all about the right ways to discipline him. My own parents know I am struggling with him, and they sat me down to talk about it – it was very uncomfortable – but they’ve helped me see that I’ve got to change this, but I don’t know how."
A forty-nine-year-old teacher, who has taught at your school for 27 years, says: "My work as a teacher just doesn't seem worth it any more. I'm lousy with discipline. The kids hate me, because I am so mean. But these kids are just rotten! Sometimes I wonder whether they've got parents at home at all!"
MITAS: WASE SCORING FORM

Consultant ID: [ ] [ ] [ ] [ ] Today's Date: [ ] / [ ] / [ ] 20 [ ] [ ] [ ] [ ]
Coder ID: [ ] [ ] Reliability: ○ Yes ○ No

Instructions: For each vignette, please indicate whether the consultant's response (a) contained an MI non-adherent (MINA) utterance, (b) contained a reflection, and (c) the type of reflection conveyed (if applicable). After indicating the above for each vignette, each response can be scored on a 5-point scale as detailed on the page 3 of this scoring form.

MI Non-Adherent (MINA) Behaviors:
There are two possible MINA codes, persuade and confront. Each is briefly defined below:

Persuade: The clinician makes overt attempts to change the client's opinions, attitudes, or behaviors or the clinician provides advice, suggestions, tips, opinions, or biased information to the client without explicitly emphasizing the client's autonomy in the decision-making process

Confront: The clinician confronts the client (or uses a confrontational tone of voice), directly and unambiguously disagreeing, arguing, correcting, shaming, or blaming the client's honesty.

VIGNETTE # 1:

1. The response contains a MINA utterance ○ Yes ○ No
2. The response contains an accurate reflection ○ Yes ○ No
3. IF NO to #1 above AND YES to # 2 above, please indicate the type of reflection (Mark ONLY ONE):
   3a. ○ Reflection is neutral or merely repeats the content of the parent or teacher prompt.
   3b. ○ Reflection includes paraphrasing and/or the addition of inferred meaning or emotion appropriate to the parent or teacher prompt and/or recognition of values.
   3c. ○ Reflection meets the scoring guide description for a rating of 4 and infers potential parent or teacher behavior change (e.g., the linking of individual values, labeling specific behavior changes, inference to DARN-C).

VIGNETTE # 2:

1. The response contains MINA utterance ○ Yes ○ No
2. The response contains an accurate reflection ○ Yes ○ No
3. IF NO to #1 above AND YES to # 2 above, please indicate the type of reflection (Mark ONLY ONE):
   3a. ○ Reflection is neutral or merely repeats the content of the parent or teacher prompt.
   3b. ○ Reflection includes paraphrasing and/or the addition of inferred meaning or emotion appropriate to the parent or teacher prompt and/or recognition of values.
   3c. ○ Reflection meets the scoring guide description for a rating of 4 and infers potential parent or teacher behavior change (e.g., the linking of individual values, labeling specific behavior changes, inference to DARN-C).
VIGNETTE # 3:

1. The response contains a MINA utterance  ○ Yes  ○ No
2. The response contains an accurate reflection  ○ Yes  ○ No

3. IF NO to #1 above AND YES to # 2 above, please indicate the type of reflection (Mark ONLY ONE):

   3a.  ○ Reflection is neutral or merely repeats the content of the parent or teacher prompt.

   3b.  ○ Reflection includes paraphrasing and/or the addition of inferred meaning or emotion appropriate to the parent or teacher prompt and/or recognition of values.

   3c.  ○ Reflection meets the scoring guide description for a rating of 4 and infers potential parent or teacher behavior change (e.g., the linking of individual values, labeling specific behavior changes, inference to DARN-C).

VIGNETTE # 4:

1. The response contains a MINA utterance  ○ Yes  ○ No
2. The response contains an accurate reflection  ○ Yes  ○ No

3. IF NO to #1 above and YES to # 2 above, please indicate the type of reflection (Mark ONLY ONE):

   3a.  ○ Reflection is neutral or merely repeats the content of the parent or teacher prompt.

   3b.  ○ Reflection includes paraphrasing and/or the addition of inferred meaning or emotion appropriate to the parent or teacher prompt and/or recognition of values.

   3c.  ○ Reflection meets the scoring guide description for a rating of 4 and infers potential parent or teacher behavior change (e.g., the linking of individual values, labeling specific behavior changes, inference to DARN-C).

VIGNETTE # 5:

1. The response contains a MINA utterance  ○ Yes  ○ No
2. The response contains an accurate reflection  ○ Yes  ○ No

3. IF NO to #1 above AND YES to # 2 above, please indicate the type of reflection (Mark ONLY ONE):

   3a.  ○ Reflection is neutral or merely repeats the content of the parent or teacher prompt.

   3b.  ○ Reflection includes paraphrasing and/or the addition of inferred meaning or emotion appropriate to the parent or teacher prompt and/or recognition of values.

   3c.  ○ Reflection meets the scoring guide description for a rating of 4 and infers potential parent or teacher behavior change (e.g., the linking of individual values, labeling specific behavior changes, inference to DARN-C).
VIGNETTE # 6:

1. The response contains a MINA utterance  ○ Yes ○ No
2. The response contains an accurate reflection  ○ Yes ○ No

3. IF NO to #1 above AND YES to #2 above, please indicate the type of reflection (Mark ONLY ONE):
   3a. ○ Reflection is neutral or merely repeats the content of the parent or teacher prompt.
   3b. ○ Reflection includes paraphrasing and/or the addition of inferred meaning or emotion appropriate to the parent or teacher prompt and/or recognition of values.
   3c. ○ Reflection meets the scoring guide description for a rating of 4 and infers potential parent or teacher behavior change (e.g., the linking of individual values, labeling specific behavior changes, inference to DARN-C).

WASE SCORING

SCORING GUIDE:

<table>
<thead>
<tr>
<th>Score</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3a</th>
<th>Q3b</th>
<th>Q3c</th>
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<tbody>
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<td>5</td>
<td>No</td>
<td>Yes</td>
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<td>Yes</td>
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</tbody>
</table>

**If Q2 and Q3a, Q3b, or Q3c are endorsed but the statement includes a MINA utterance, the vignette is assigned a rating of 2.

Instructions: Use the scoring guide above to rate the consultant's response to each vignette on the 5-point scale below. How you scored each item (Q1, Q2, and Q3a, Q3b, and Q3c) will determine the overall rating for the consultant's response.

<table>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Vignette # 1</td>
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<td>Vignette # 4</td>
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<td>Vignette # 5</td>
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<td>Vignette # 6</td>
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