

## Strategies of Motivational Interviewing – OARS

Strategies	Description	Examples
Open-Ended Questions	<ul style="list-style-type: none"> <li>• Elicits descriptive information</li> <li>• Requires more of a response than a simple yes or no</li> <li>• Encourages student to do most of the talking</li> <li>• Helps us avoid premature judgments</li> <li>• Keeps communication moving forward</li> </ul>	<ul style="list-style-type: none"> <li>• Often start with words like “how” or “what” or “tell me about” or “describe.”</li> <li>• What are you enjoying about college?</li> <li>• Tell me about your last major assignment or test.</li> <li>• What challenges you as a student?</li> <li>• How would you like things to be different?</li> <li>• What have you tried before to make a change?</li> </ul>
Affirmations	<ul style="list-style-type: none"> <li>• Must be done sincerely</li> <li>• Supports and promote self-efficacy</li> <li>• Acknowledges the difficulties the student has experienced</li> <li>• Validates the student’s experience and feelings</li> <li>• Emphasizes past experiences that demonstrate strength and success to prevent discouragement</li> </ul>	<ul style="list-style-type: none"> <li>• I appreciate how hard it must have been for you to decide to come here. You took a big step.</li> <li>• I’ve enjoyed talking with you today, and getting to know you a bit.</li> <li>• I appreciate your honesty.</li> <li>• You handled yourself really well in that situation.</li> <li>• That’s a good suggestion.</li> <li>• You are very courageous to be so revealing about this.</li> <li>• You’ve accomplished a lot in a short time.</li> </ul>
Reflective Listening	<ul style="list-style-type: none"> <li>• A way of checking rather than assuming that you <i>know</i> what is meant</li> <li>• Shows that you have an interest in and respect for what the student has to say</li> <li>• Demonstrates that you have accurately heard and understood the student</li> <li>• Encourages further exploration of problems and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• It sounds like you...</li> <li>• You’re wondering if...</li> <li>• So you feel...</li> <li>• Please say more...</li> <li>• Reflections are statements. Statements ending with downward inflection (as opposed to questions) tend to work better because students find it helpful to have some words to start a response. Statements are less likely than questions to evoke resistance.</li> <li>• Avoid “Do you mean...” and “What I hear you saying is that you...” (can appear patronizing).</li> </ul>
Summarize	<ul style="list-style-type: none"> <li>• Reinforces what has been said</li> <li>• Shows that you have been listening carefully</li> <li>• Prepares the student for transition</li> <li>• Allows you to be strategic in what to include to reinforce talk that is in the direction of change</li> <li>• Can underscore feelings of ambivalence and promote perception of discrepancy</li> </ul>	<ul style="list-style-type: none"> <li>• So, let me see if I got this right...</li> <li>• So, you’ve been saying... is that correct?</li> <li>• Let me see if I understand so far...</li> <li>• Here’s what I’ve heard. Tell me if I’ve missed anything.</li> <li>• Let me make sure I understand exactly what you’ve been trying to tell me...</li> <li>• What you said is important. I value what you say. Here are the salient points.</li> <li>• We covered that well. Let’s talk about...</li> </ul>