

# Motivational Interviewing

## Webcast 2—Principles/Skills

**Debra A. Murray, Psy.D.**  
Professor of Psychology  
Viterbo University

**Maurine Strickland**  
Office for Resource Center Development

Describe the Principles and of Motivational

## **Skill Development:**

OARS (Open-ended Questions, Affirmations, Reflections, & Summaries)

Describe 3-5 types of reflections that can decrease resistance.

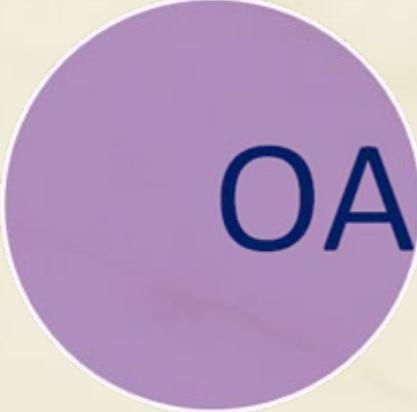
Decisional Balance: Practice skills for identifying and resolving ambivalence.

# PRINCIPLES





**Skill Development**



**OARS**



Open Ended  
Questions



Affirmations



Reflections



Summary

Liberally adapted from Miller & Rollnick, 2002

# Open Ended Questions

"In what ways has \_\_\_ interfered with your life?"

"Tell me about a typical day when you \_\_\_."

"Tell me about your home."

"Before we begin, what are the things that concern you most today?"

# Open Ended Questions

"How are things going in your family?"

"What are you most worried about?"

"What are the things that you like and don't like about \_\_\_\_\_?"

"This must have been a shock. How are you dealing with it?"

"What's worrying you most today?"

# Open Ended Questions

"What concerns you most about your health issues?"

"What exactly happens when you get stressed?"

"What did you first notice your \_\_\_\_?"

"Tell me more about..."

# Affirmations

This skill focuses on your expressions of confidence in the person's ability to achieve his/her goals. You may affirm the person in a variety of ways:

- 📦 using compliments or praise,
- 📦 acknowledging the person's personal qualities, competencies or abilities that might promote change,
- 📦 recognizing effort or small steps taken by the person to change, and
- 📦 positive characteristics/strengths.

# Affirmation Examples

- It sounds as if you have really thought a lot about this and have some good ideas about how you might want to change\_\_\_\_. You are really on your way!
- That must have been really hard for you. You are really trying hard to make the best of this situation.

# Affirmation Practice

- ❑ Think of a person that you are currently working with what are some strengths they possess
- ❑ Next time you meet with this person how might you affirm their strengths?

# Reflective Listening

A reflection seeks to summarize what the person means; it makes a guess

Simply acknowledge it by reflecting it back

A useful reflection is a statement, not a question

## Levels of reflection

Repeat - Direct restatement of what the person said

Rephrase - Saying the same thing in slightly different words

Paraphrase - Making a guess about meaning; continuing the paragraph; usually adds something that was not said directly



Reflections  
Practice



PRACTICE  
REFLECTIONS

# Simple Reflections

## REFLECTIONS

One good general strategy is to respond to resistance with nonresistance. A simple acknowledgment of the person's disagreement, emotion, or perception can permit further exploration rather than defensiveness, thus avoiding the confrontation-denial trap.

# Simple Reflections

## REFLECTIONS

**PERSON:** I'm not the one with the problem, it's my kids. It's just because my children are always nagging me. (blaming)

**PROFESSIONAL:** It seems to you that the real reason you're struggling so much is because your children worry too much.

# Amplified Reflections

Reflect back what the individual has said in an amplified or exaggerated form - to state it in an even more extreme fashion than the person has done. If successful, this will encourage the individual to back off a bit, and will elicit the other side of the person's ambivalence. Care must be exercised because a sarcastic tone or too extreme an overstatement may itself elicit a hostile or otherwise resistant reaction.

# Amplified Reflections

**PERSON:** I can manage my home just fine. I take better care of my home than most younger people.

**PROFESSIONAL:** So you really have nothing to worry about. You're managing just fine.

# Double-Sided Double-Sided

Acknowledge what the person has said, and add to the other side of the person's ambivalence. This requires the use of material that the person has offered previously, though perhaps not in the same session.

# ~~Double-Sided~~ Double-Sided

**PERSON:** I'm not forgetful. It's just that everyone else is stressed and they're blaming it on my memory.

**PROFESSIONAL:** You can see that sometimes you have trouble with remembering, but it seems to you that your other people are just making too much of it.

# Shifting Focus

Shift the person's attention away from what seems to be a stumbling block standing in the way of progress. This amounts to going around barriers rather than trying to climb over them. Such detouring can be a good way to defuse resistance when encountering a particularly difficult issue.

# Shifting Focus

**PERSON:** OK, maybe I've got some problems with memory, but I'm not demented.

**PROFESSIONAL:** Demented is certainly not the way you see yourself, I'm not worried about the label, I am worried though, as you are, about some of the things that seems to be happening in your life. Tell me a little more about \_\_\_\_\_.

# Agreement with a Twist

Offer initial agreement, but with a slight twist or change of direction. This retains a sense of partnership between professional and individual, but allows the professional to continue influencing the direction and momentum of change.

# Agreement with a Twist

**PERSON:** Why are you and my children so stuck on my \_\_\_\_? What about all *their* problems? You'd be stressed, too if your family were nagging you all the time. (blaming; excusing)

**PROFESSIONAL:** You've got a good point there, and that's important. There is a bigger picture here, and maybe I haven't been paying enough attention to that. It's not as simple as one person's \_\_\_\_\_. I agree with you that we shouldn't be trying to place blame here. It seems to me that your children care about you and are afraid. Any ideas on how we might help them be less worried?

# Reframing

This approach acknowledges the validity of the person's raw observations, but offers a new meaning or interpretation for them.

# Reframing

Person: My parents are always nagging me about my disability. That's all They ever talk about—always telling me I'm just not able to do the things I want to do.

Helper: It sounds like They really care about you, and are very concerned about you. I guess they express it in a way that you're angry about, and that's too bad. Maybe we can help them learn to find another way to show they love you and are worried about you.

# Summarizing

- ☐ Shows in a powerful way that you have been listening carefully and remembering
- ☐ Draws together the pieces of the picture and allows identification of missing pieces
- ☐ HINT: follow a summary by asking "what else?"
- ☐ Allows re-emphasizing important aspects of what the person has said (change talk)
- ☐ Frees you to change direction