# Strategies of Motivational Interviewing – OARS

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<th>Strategies</th>
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| Open-Ended Questions     | • Elicits descriptive information  
                           • Requires more of a response than a simple yes or no  
                           • Encourages student to do most of the talking  
                           • Helps us avoid premature judgments  
                           • Keeps communication moving forward | • Often start with words like “how” or “what” or “tell me about” or “describe.”  
                           • What are you enjoying about college?  
                           • Tell me about your last major assignment or test.  
                           • What challenges you as a student?  
                           • How would you like things to be different?  
                           • What have you tried before to make a change? |
| Affirmations             | • Must be done sincerely  
                           • Supports and promote self-efficacy  
                           • Acknowledges the difficulties the student has experienced  
                           • Validates the student’s experience and feelings  
                           • Emphasizes past experiences that demonstrate strength and success to prevent discouragement | • I appreciate how hard it must have been for you to decide to come here. You took a big step.  
                           • I’ve enjoyed talking with you today, and getting to know you a bit.  
                           • I appreciate your honesty.  
                           • You handled yourself really well in that situation.  
                           • That’s a good suggestion.  
                           • You are very courageous to be so revealing about this.  
                           • You’ve accomplished a lot in a short time. |
| Reflective Listening     | • A way of checking rather than assuming that you know what is meant  
                           • Shows that you have an interest in and respect for what the student has to say  
                           • Demonstrates that you have accurately heard and understood the student  
                           • Encourages further exploration of problems and feelings | • It sounds like you…  
                           • You’re wondering if…  
                           • So you feel…  
                           • Please say more…  
                           • 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.  
                           • Avoid “Do you mean…” and “What I hear you saying is that you….” (can appear patronizing). |
| Summarize                | • Reinforces what has been said  
                           • Shows that you have been listening carefully  
                           • Prepares the student for transition  
                           • Allows you to be strategic in what to include to reinforce talk that is in the direction of change  
                           • Can underscore feelings of ambivalence and promote perception of discrepancy | • So, let me see if I got this right…  
                           • So, you’ve been saying… is that correct?  
                           • Let me see if I understand so far…  
                           • Here’s what I’ve heard. Tell me if I’ve missed anything.  
                           • Let me make sure I understand exactly what you’ve been trying to tell me…  
                           • What you said is important. I value what you say. Here are the salient points.  
                           • We covered that well. Let’s talk about… |

(Miller & Rollinick, 2002)
Select Principles of Appreciative Inquiry:

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| Constructionist Principle  | • Reality is subjective  
                          • Our own experiences and conversations shape what we believe to be the real world  
                          • “words create worlds”                                                                                                           |
| Poetic Principle           | • Students are unfinished books constantly being co-authored by surrounding environments  
                          • Students’ past, present, and future create stories  
                          • These stories are a source of learning and inspiration and open to interpretation                                                    |
| Anticipatory Principle     | • Changes when envisioning the future lead to deep change  
                          • The most important resource for change is imagination and dialogue about the future                                                |
| Positive Principle         | • The more positive the question, the greater and longer-lasting the change  
                          • A positive approach to any issue or challenge is just as valid and just as contagious as a negative one  
                          • Positive emotions create the large amount of momentum required for change                                                      |
| Free Choice Principle      | • Having choice leaves individuals feeling powerful  
                          • Freedom of choice about what and how to move forward builds commitment and generates enthusiasm                                   |

The 5 D Cycle of Appreciative Inquiry

- **Define**: Determine the area of focus.
- **Discover**: Take time to conduct a thorough inquiry about the topic, stories that provide the foundation of the focus area, and any outside influences.
- **Dream**: Utilize your discoveries to pull-out the positive and functioning themes. Use these to create an image of what it would look like if functioning at an optimal level.
- **Design**: Create structure and plans for infusing what has been discovered and dreamed into how the individual can implement changes and maintain practices appropriately.
- **Deliver**: Enact the plan. Evaluate progress on an on-going basis. Continue with the 5 D Cycle in an organic fashion.

http://lighthouseconsulting.ie/appreciative-inquiry/