

# MOTIVATIONAL INTERVIEWING

## EXERCISES AND SKILLS TO SHARE WITH STAFF

### 1. Experience the Difference: Telling vs. Motivational Interviewing

Think of a behavior that you want to change. Find a partner. Take turns in both roles.

#### Exercise 1: Convince your partner to make a change.

- Explain why s/he should make this change
- Give 3 specific benefits of making this change
- Tell him/her HOW to change it
- Emphasize the importance of the change

Debrief: What was it like to be the speaker?  
What was it like to be the helper?  
Did it increase your motivation?

#### Exercise 2: Goal is to understand your partner's dilemma?

Same partner. Same behavior.

1. Ask these four questions:
  - Why would you want to make this change?
  - What are the three best reasons for you to do it?
  - On a scale from 1-10, how important would you say it is to make this change (where 1 is not imp and 10 is extremely imp)? And why are you a \_\_\_ and not lower?
  - If you did decide to do it, how might you go about it to succeed?
2. Give a short summary of the speaker's motivation (any desire, ability, reasons, and/or need for change), then ask:
  - So what do you think you'll do? (Listen with interest and affirm.)

Debrief: What was it like to be the speaker?  
What was it like to be the helper?  
Did it increase your motivation?

## **2. Elicit – Provide with Permission – Elicit (EPPE) for Giving Information**

What do you already know about \_\_\_\_\_?

Would it be ok if I share d some more information?

What do you make of what I just shared?

## **3. Eliciting Change Talk or Self-Motivational Statements**

- How important is it to you to \_\_\_\_\_ (goal/action/behavior)?
- How important is it to you to avoid \_\_\_\_\_ (consequence)?
- On a scale of 1-10 how important is it to you to \_\_\_\_\_? What makes it a \_\_\_\_ and not a \_\_\_\_\_(lower).

## **4. Practicing the Micro-Skills (OARS)**

1. Write a common/difficult statement on the flipchart.
2. Elicit responses from the group.
3. Code them as either closed questions (C), open questions (O), affirmations (A), or reflections (R).
4. Assess what skills are missing (noticing patterns)
5. Explore other options.
  - Open up closed questions
  - Find affirmations to say (especially when its hard) (start with “I”)
  - Practice reflections – have them...
    - Grab a stem (“sounds like”)
    - Mirror back the statement (offer a simple reflection)
    - “Read between the lines” (offer a complex reflection)