



MAGNA ONLINE SEMINARS

Supplemental Materials

Conversations with Students: Methods that Engage & Motivate

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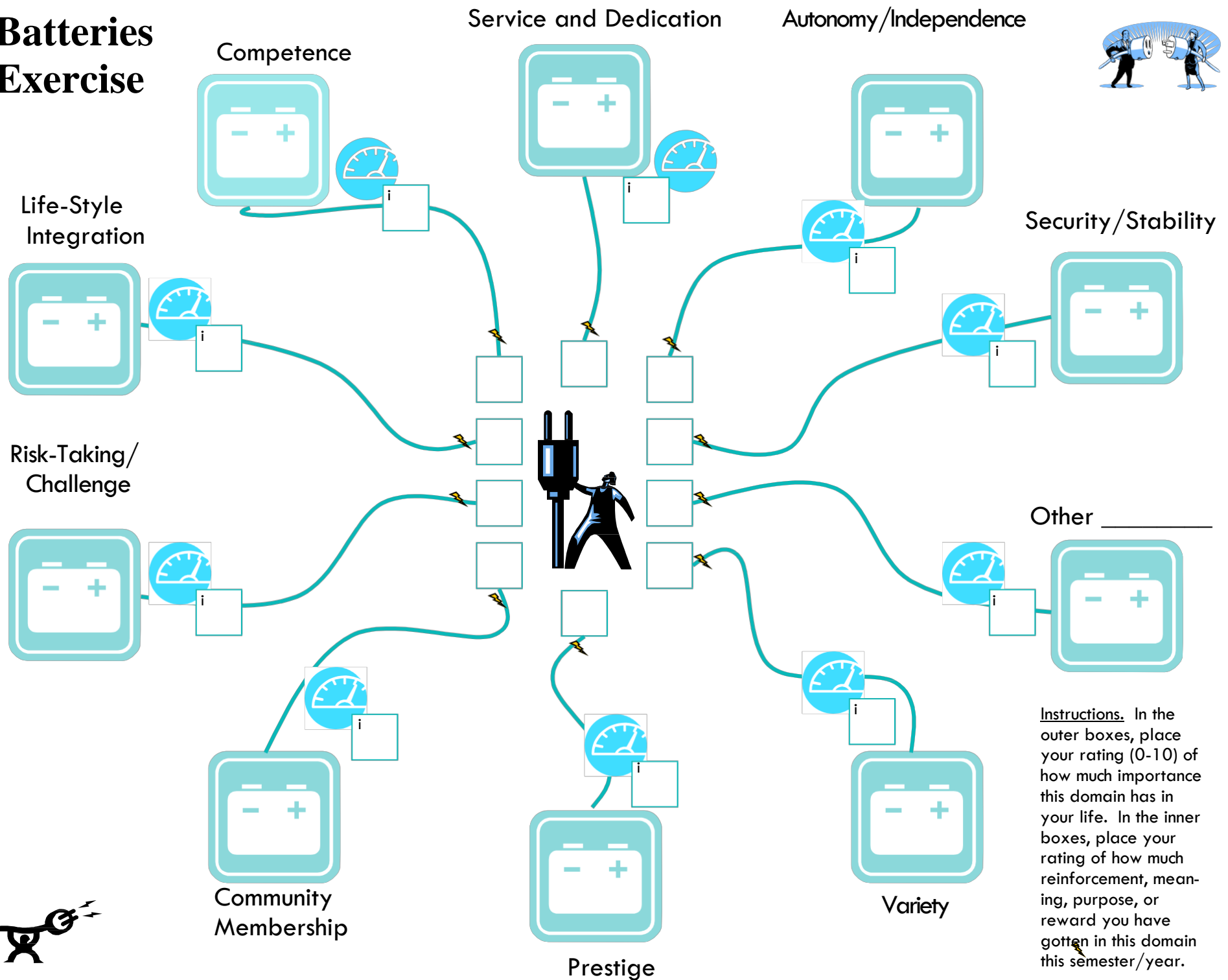
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Batteries Exercise



Instructions. In the outer boxes, place your rating (0-10) of how much importance this domain has in your life. In the inner boxes, place your rating of how much reinforcement, meaning, purpose, or reward you have gotten in this domain this semester/year.



Exploring Importance

Concerning X how IMPORTANT is it for you right now to change/engage in X where 10 is extremely important and 1 is not at all important?

1	2	3	4	5	6	7	8	9	10
Not									Extremely
At All									

Why an X for importance and not a Y? ($Y = X - 2$)

Why an X for importance and not a Y? ($Y = X + 2$)

Tell me about a time when it was (lower than X). How did it come to be higher? (optional)

What would it take for you to get to Y? ($Y = X + 2$)

How can I help?

What can you specifically do to increase your sense of importance?

Information Exchange: Elicit - Provide - Elicit

Elicit – Use OARS to elicit their knowledge and perceptions of the issue.

What would you like to know/do about?

What do you already know/do about?

What are your concerns about?

Provide - Provide information (not opinion) in manageable chunks.

Confirming information

New information

Disconfirming information

Elicit – Use OARS to elicit their perception of your feedback

What do you make of that?

What does this mean for you (connected to values)?

What more would you like to know?

Strategies for Evoking Change Talk

There are specific strategies that are likely to elicit and support change talk in Motivational Interviewing:

- 1. Ask Evocative Questions:** Ask an open question, the answer to which is likely to be change talk.
- 2. Explore Decisional Balance:** Ask for the pros and cons of both changing and staying the same.
- 3. Good Things/Not-So-Good Things:** Ask about the positives and negatives of the target behavior.
- 4. Ask for Elaboration/Examples:** When a change talk theme emerges, ask for more details. “In what ways?” “Tell me more?” “What does that look like?” “When was the last time that happened?”
- 5. Look Back:** Ask about a time before the target behavior emerged. How were things better, different?
- 6. Look Forward:** Ask what may happen if things continue as they are (status quo). Try the miracle question: If you were 100% successful in making the changes you want, what would be different? How would you like your life to be five years from now?
- 7. Query Extremes:** What are the worst things that might happen if you don’t make this change? What are the best things that might happen if you do make this change?
- 8. Explore Goals and Values:** Ask what the person’s guiding values are. What do they want in life? Using a values card sort activity can be helpful here. Ask how the continuation of target behavior fits in with the person’s goals or values. Does it help realize an important goal or value, interfere with it, or is it irrelevant?
- 9. Come Alongside:** Explicitly side with the negative (status quo) side of ambivalence. “Perhaps _____ is so important to you that you won’t give it up, no matter what the cost