

Motivational Interviewing Glossary of Terms

Strategy	Definition	Example
Affirmation	Affirming statements that highlight a person's strengths, abilities and positive efforts.	I appreciate how much courage it must have taken to share so honestly today.
Asking permission	Soliciting permission to share information sets the collaborative spirit of MI right from the start and provides the person with the autonomy to accept or decline the offer.	Do you mind if we spend a few minutes talking about PBIS?
Change ruler	A tool to assess where an individual is with respect to the importance, confidence and readiness to make a change, on a scale of 1 - 10, one being not at all, to ten being 100 %.	On a scale of 1 - 10, one being not at all, to ten being 100 %, how comfortable do you feel to begin implementing the strategies we discussed today?
Clarifying questions	Questions that help to clarify the problem. Clarifying questions assist in clearly identifying the beliefs and perceptions.	Can you tell me more about what
Concise expertise	Using brevity when sharing knowledge and factual information.	Focusing on increasing positive, specific praise could help to improve the climate in the classroom.
Empathetic/Reflective listening	Designed to clarify and convey your understanding.	It sounds like you feel frustrated about the number of students talking without permission and the frequent movement in your classroom.
Evocative question	Open-ended questions that may illuminate the need for and possibility of change.	What would you like to see change about your current situation?
Evoking Extremes	Identifying the best or the worst things that could happen if you do not change.	Suppose nothing changes about this situation, what is the best thing that could happen? What is the worst thing that could happen?
Getting commitment to change	Statements that reveal consideration of, motivation for, or commitment to change.	<i>I know there are probably some things I need to do to make my classroom more structured.</i>
Guided Participation	Provide several ideas about the cause of a problem and then ask participant which of the causes they think is most relevant. Allow participant to explain why & provide an example.	I've heard you mention a number of things that you feel may be contributing to a rise in discipline problems: lack of consistency, a disjointed discipline process, "good kids" not getting rewarded. Which of these is most concerning to you and why?
Looking Forward/Looking Backward	Explores past problems and looks forward to possibilities. Helps to create discrepancies or draws on past experience to create a vision of the future is a change was made.	In the past, when you have had similar challenges, what kinds of things have helped you to navigate through the challenge? If things continue the same way, without making any changes, what do you predict that the rest of this year will look like?

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Open-Ended Questioning	A means of gathering information and clarifying concerns by asking questions that require a detailed response.	What are some strategies you have used in the past to manage behavior in the classroom?
Normalizing	Normalizing is intended to communicate to participants that they are not alone in their beliefs or experience(s) or in their ambivalence about changing.	Many new teachers struggle with behavior management issues.
Paraphrasing	To express the meaning of using different words in order to achieve greater clarity.	It sounds like you are feeling overwhelmed by the number of students in your classroom that are bringing in and using cell phones. You would like to see more consequences for students that have their electronics out during class time.
Summarizing	Reflections that pull together several things that a person has told you. Summarizing helps to highlight important aspects of the discussion. Summarizing also communicates interest and understanding of an individual's perspective.	I heard you say that one thing that you hope to accomplish this year is to provide more positive feedback to students. You are also planning to develop a more structured and consistent process for dealing with discipline issues.

References:

Miller WR, Rollnick S, Conforti K. Motivational Interviewing: Preparing People for Change. New York, NY: The Guilford Press; 2002.

William R. Miller and Stephen Rollnick. Motivational Interviewing, Third Edition. New York, NY: The Guilford Press, 2013.