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Motivational Interviewing Practical Strategies

February 13, 2026

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Adolescent Health Series

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The Preventive Health Program is proud to present our next education mini-series on Adolescent Health.

- The Youth Risk Behavior Survey and Youth Tabacco Survey (Thursday, February 19 @ Noon)

- Transition to Adult Care (Thursday, March 19 @Noon)

- TBD

Register Here

CME Disclosure

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The planners, faculty, and others in control of content (either individually or as a group) have no relevant financial relationships with ineligible companies.

What are we doing today?

A quick review

The four tasks of MI- Engaging, Guiding, Evoking, Planning

OARS- Open questions, affirmations, reflections and summarizations

Ambivalence- The balance of change

Reflections- The Central Skill of MI

Two tools- The readiness ruler and the values assessment

Change Talk vs Sustain Talk

CHANGE TALK – Your patient or family gives you a signal they are ready to move forward. It is what you are trying to elicit.

SUSTAIN TALK – Your patient or family is signaling that they want to continue their behavior. They are defending the status quo. Don't confront this talk, just be alert to it and try not to reinforce it (more on that later!)

Another way to offer information…

Ask-Offer-Ask

- A particularly useful tool in practice
- Formerly known as Elicit-Provide-Elicit
- A central feature is asking for permission

Ask-Offer-Ask

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- It is NOT advice giving, it is information giving
- Amount of information (as in, not much) is critical
- Frequent mini-repeats are preferable
- Finger sandwiches, not a foot-long submarine!

- **Ask** What are your thoughts…
- **Offer** May I share some ideas?
- **Ask** What do you think about that?

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Ask-Offer-Ask
Essential Aspects

- Inquire
- Ask permission to offer information
- Give small piece of information
- Ask for response to that piece of information

What does this look like?

Amanda is an 18-year-old patient of yours who is trying to decide whether or not to get the HPV vaccine before she goes to college. She didn't get it earlier because her parents declined it. Now that she is going to college, she is questioning whether she needs it and asks you about it.

What just happened?

- What is the effect of asking for permission?
- How do you think patients and families will react?
- What are your thoughts about asking permission? Does it feel right? Or awkward?
- What's important about the 'ask' part of this?
- What traps do you see in this technique?

Luis

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A 3-year-old Latino boy brought in by his mother, Carla, for his 3-year WCC. Luis is growing off the chart for BMI. He is now at the 98th percentile BMI for age and gender. You have identified that he drinks 32 ounces of fruit juice per day, loves sweets, gets very little activity and is a very picky eater.

How can you approach this discussion with Carla?

What just happened?

Tymika

A 9-year-old black girl who refuses to wear her seatbelt while in the car. She is in the office with her mother, Cynthia. Tymika says her older sister and father do not wear it, and she says to her mother, "Why are you so mean to me? Why do I have to wear it if they don't?" Tymika then says to you, "You're just on her side."

How can you start this discussion with Cynthia and/or Tymika?

What just happened?

Walker

16-year-old white boy with asthma who frequently forgets to take his inhaled steroids. He is on the cross-country team and has wound up in the emergency three times in the fall season with asthma attacks. He says he knows he should take it, but he's always running late to school in the mornings and can’t remember.

How can you discuss this with Walker?

What just happened?

Some Sage Advice from Krista Tippett NPR's *On Being*

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"Words matter. Poetry reflects truth more than facts do."

"The quality of the answer reflects the quality of the question"

"Listening starts with genuine curiosity"

"Some of the best questions are not meant to have an immediate answer. They are meant to be pondered to allow you to grow into the truth"

Your Questions?

Claim CME and MOC Part II credit here:

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Ohio AAP Spring Advocacy Day

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April 16, 2026
Agenda and Time TBA
Ohio Statehouse

Register Today!

Store It Safe Designated Community

Imagine a community where every child and teen feels seen, supported, and safe. Becoming a **Store It Safe (SIS) Designated Community** is more than adopting a title — it's joining a movement. This designation means taking real action: promoting safe storage of lethal means, educating families, and creating environments where help is accessible and stigma has no place. It is a bold step toward protecting our most valuable resource — our children.

Pediatric healthcare providers and community leaders are uniquely positioned to drive this change. The SIS Designated Community initiative is already gaining momentum, with several Ohio cities leading the way. We are now inviting more communities to join this movement and help create a safer, healthier future for youth across the state.

Options for involvement:

- Become an SIS ambassador
- Connect Ohio AAP with your community's leadership and elected officials
- Endorse and recommend your community for SIS designation
- Further your safe storage advocacy efforts at the community level
- Write a letter of support for your community to keep the safety of children and teens at the forefront

A program of the Ohio Chapter, American Academy of Pediatrics

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