### Ask-Tell-Ask Skills Checklist

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| **ASK #1** for 1) permission or 2) what they know or want to know | 1) Permission was clearly requested.  

**OR**  

2) A respectful request was made to ask what the person already knows or wants to know about the current situation. |  |  |  |
| TELL | The message was **relevant** and about the **present** situation.  

The information was provided in a **neutral** way. The purpose was to inform, not persuade.  

The message was **focused**.  

The language used had **short sentences** and **familiar words**.  

An **appropriate amount** of information was provided and it was **arranged logically**.  

**Pictures** or **figures** were used when it was helpful.  

**Choice** and **options** were emphasized by avoiding words like "can’t,” “should,” “must,” or “have to.” |  |  |  |
| **ASK #2** 1) what they thought or 2) use teach-back to check understanding | 1) The person was clearly asked what ideas or thoughts they had about the information that was provided.  

**OR**  

2) It was clear that the teach-back question is a check on the guide’s ability to provide clear information. The helper said something like “so I know I was clear.”  

Another option is that the helper asked what information the person will tell others about the interaction.  

If the helper was teaching a skill, it was a request to “show me so I know I demonstrated it well.” |  |  |  |
| Continued Use of Ask-Tell-Ask | Ask-Tell-Ask was repeated as needed during the interaction by chunking and checking different pieces of information or by asking permission for new or additional topics. |  |  |  |
| **Warmth, Tone and Respect** | The tone is warm, encouraging and expresses respect of the person, and may include:  

- Statements of strength, e.g., “You have a lot of knowledge in this area.”  
- Statements that respect autonomy, e.g., “It’s up to you,” or “It’s your choice.”  
- Statements that express collaboration, e.g., “We can work together on this.” |  |  |  |

*The Spirit of MI (compassion, acceptance, partnership, and evocation) is important during Ask-Tell-Ask. The tone of the interaction indicates how well the clinician demonstrates caring and genuine interest.*