

**The Mechanics of Behavior Change:
Motivational Interviewing
for Problem-Solving Courts**

ADDITIONAL RESOURCES

Michael D. Clark, MSW
Center for Strength-Based Strategies
(Michigan)
Email: mike.clark.mi@gmail.com
Website: www.buildmotivation.com

Motivational Interviewing (MI) Resources

Index

Center Info	2
“6-Pack” of Epiphanies.....	3
MI Application Guide	4
MI – 9 Benefits for Treatment Courts	5-6
5 Resistance-lowering techniques.....	7
6 Interviewing Traps to Avoid.....	8
Motivational Interviewing Desk Reference (cheat sheet)	9-10
Blended Learning Approach	11
Website = 30+ articles in PDF for download (no cost)	12
Change-Focused Drug Courts (article example).....	13
MI for Probation Staff (article example)	14
MI Skill Building Program - 8 modules (no cost)	15
20 Web Courses in MI (cost / discounts for group purchases)	16-17
Index of the 20 Web Course Topics (series titles)	18
5 MI Supervisor / Coaching Web Courses (cost)	19
20 Companion Booklets for small group skill-building (free with series) ...	20-21
Book flyer (MI with Offenders) Guilford Press (cost)	22
MI and Strength-Based Bibliography	23

Michigan - Technical Assistance Center

- This Michigan (USA) based technical assistance group is a national leader in implementation and sustainability initiatives for Motivational Interviewing. All CSBS trainers and coders are members of the Motivational Interviewing Network of Trainers (MINT). These training associates have backgrounds in Addictions, Juvenile Justice, Mental Health, Corrections and Criminal Justice.
- Our director, Michael D. Clark, MSW has served as a contractual consultant for the United Nations Office on Drugs & Crime (UNODC) in Vienna, Austria (2015-2016). He is co-author to the book, "Motivational Interviewing for Offenders: Engagement, Rehabilitation and Reentry" (May 2017) by Guilford Press.
- Visit our website to learn more and download 30+ published articles free in PDF format.. www.buildmotivation.com

Contractual training our Center has provided (selected list):

- Puerto Rico Addiction Technology & Transfer Center (ATTC), San Juan, P.R.
- US Department of State (Mediterranean Section) - US Embassy - Malta
- US Department of Justice – Office of Justice Programs (OJP)
- US Department of Health & Human Services, SAMHSA
- Center for Substance Abuse Treatment (CSAT)
- United Nations Office on Drugs & Crime (UNODC), Vienna, Austria
- Superior Court of Guam - Agana, Guam
- Counter-Terrorist Command Unit (Victoria Police), Melbourne, Australia
- State Department of Corrections- Community Corrections - Kansas
- State Department of Corrections- Community Corrections - Wyoming
- State Department of Corrections- Community Corrections - Louisiana
- State Department of Corrections- Community Corrections - Utah
- State Department of Corrections- Community Corrections - Michigan
- State Department of Corrections- Community Corrections - Idaho
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- American Probation & Parole Association - (APPA)
- Correctional Services Of Canada
- Brisbane Institute for Strength-Based Practices, Brisbane, Australia
- National Council of Juvenile and Family Court Judges - (NCJFCJ)
- National Association of Drug Court Professionals (NADCP)
- New Zealand Department of Children, Youth & Family, Wellington, NZ

A Six-Pack of Epiphanies:
What Treatment Court team members find
out when they learn Motivational Interviewing

1. We can make our work harder. If you push, the program participant pushes back. "Getting right to it" and telling a program participant *how* to solve their problems only lengthens our work.
2. Much can be covered in a 10 minute encounter.
3. Behavior change is driven by motivation, not information. "We only change people who give us permission to do so."
4. Almost every piece of advice you might offer has already been thought about, mulled over, and rejected by your program person.
5. Participants will share a lot, quickly, with empathic, attentive listeners.
6. Motivated people solve their own barriers, including those facing mental health and/or AOD challenges.

Reniscow 2007

Center for Strength-Based Strategies / www.buildmotivation.com

Motivational Interviewing – Treatment Court Application Guide

In general, Motivational Interviewing (MI) is most useful:

- **(1) When the goal is an observable behavior change.**

MI is a tool for increasing motivation around change. If your goal is primarily to educate, provide information, or gather information, MI is not necessarily the tool. Many of the basic listening skills may be helpful, but the “directional” components of MI are less applicable.

- **(2) When the person is more resistant, angry, or reluctant to change.**

Some program staff take the stance that MI is best for their cooperative participants, but for challenging probationers it's best to use a tough, directive approach. The research suggests just the opposite. Easy clients tend to do well no matter what style you use, but more resistant people benefit more from an MI approach (relative to educational or confrontational approaches). *MI was designed for clients who are more reluctant to change.* When clients are doing well and they want your advice, or simply need help with planning, a direct, advice-giving style may be enough.

- **(3) When the interviewer can separate him/herself from the program participant's attitude, actions, or consequences.**

As every successful practitioner knows, the first step in working successfully with a difficult treatment court client is to separate yourself from the person's own choices. Though you are very willing to assist the person through referrals, advice or assistance, there ought to be a clear understanding that it is the program participant's responsibility to take action. You don't take on yourself, MI helps you – to help them – to take this on for themselves.

Motivational Interviewing (MI): Benefits for Treatment Courts

9 Points to Consider

1. Motivational interviewing aligns your treatment court with evidence-based practice for substance use disorders.

In 2008, MI was listed on the SAMHSA National Registry of Evidence-Based Programs & Practices (NREPP). Adoption of MI allows credibility for using researched-based practice, service integrity across multiple professional domains as well as establishing demonstrations / justifications to funding sources.

2. MI prepares program participants for the work of change.

Program participants need to prepare for change. This is as true for offenders as it is for the rest of us. We are seldom taught to prepare people for change—instead, we jump to problem solving, planning, encouraging positive talk, and the like, ignoring or bypassing the need to orient to change work. This orientation includes raising the participant's sense that change is important to them (beyond avoiding sanctions) and that they have the confidence and ability to make the change(s). Compliance is important, but change must be our final goal.

3. Research finds the use of MI increases (a) engagement and (b) retention in treatment.

Start with engagement or don't start at all. And one of the most consistent findings from addiction studies is that the longer one stays in treatment, the better the outcomes (NDCI, 2008). Starting into treatment (engagement, increasing motivation) and staying in treatment (retention) is a powerful combination.

3. MI equips all treatment team roles to assist change – not just the treatment provider(s).

The unique characteristic of a treatment court is *all program staff* share in the treatment mission (Judge, prosecutor, defense counsel, case manager – probation officer, assessor-treatment provider, etc). Yet few beyond those who occupy traditional treatment roles are adequately trained in how to effectively interact with program participants to increase their readiness to change. *MI allows all roles to increase their treatment skills.* Adds a treatment “multiplier.”

4. MI extends a working knowledge of human motivation and the process of positive human behavior change.

It is frustrating that most treatment court team members (even counselors) lack a working knowledge of human motivation and the process of positive behavior change. MI adoption will build critical knowledge about assisting change that no team member should be without.

5. Motivational interviewing suggests effective ways of handling resistance and can keep difficult situations from getting worse.

Motivation is not a fixed characteristic, like adult height or having brown eyes. Instead, it is a condition or state, and it can be *raised or lowered* by how we interact with program participants. The best sanction is one that never has to be delivered. Teams understand that *all staff* need to develop a supportive counseling style. MI can train all staff, including Judges, lawyers, officers to improve their style of interacting. Learn to work with those who don't want to work with you.

6. MI can be a stand-alone or used adjunct to treatment approaches or services already in place.

Treatment courts access a wide-range of community programs for their participants. Use MI as a stand-alone to increase client-engagement and increase the readiness to change. Or, use it adjunct to existing methods or treatments approaches already in place. Your treatment court and the multiple helping domains can all be “on the same page” for language, methods and consistency of service.

7. Efficient use of time-limited interactions.

Constant arguing, persuading or confronting is a poor use of the limited time that team members spend with program participants. MI can improve the value and impact of compressed interactions staff have with program participants. MI is proven to reduce aimless chatter by staff and keep staff-participant conversations focused on objectives and goals (Martino, et al, 2008). We seldom—if ever—change anyone in a short time frame, but MI offers methods and strategies to “raise the odds” and improve the likelihood that short talks will prove helpful.

8. Motivational Interviewing shifts the balance of responsibility, making treatment court staff “agents of change” rather than responsible for change.

Trying to persuade someone to do something they don’t want to do is exhausting, and many treatment team members are exhausted. When MI is practiced correctly, your program participant voices the reasons for change (Miller & Rollnick, 2013). Court personnel have found that using MI lowers their level of frustration and renews commitment and vitality to their work with offenders (Stinson & Clark, in press).

9. Training and coaching resources are readily available to treatment court teams and adjunct treatment court agencies (community stakeholders).

MI has been trained to the addictions field, probation & parole, detention facilities, child welfare, employment services, mental health, schools, juvenile courts, judiciary, attorneys, social work and family counselors. This approach also has fidelity measures to determine if the practice is (a) being used by team members and (b) to what extent. Blended learning formats are also available for sustainability and continued skill building. Adopt-it and keep it growing over time.

References

- Martino, S., Ball, S., Nich, C., Frankforter, T. L., & Carroll, K. M. (2009). Informal discussions in substance abuse treatment sessions. *Journal of Substance Abuse Treatment*, 36, 366-379.
- Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). NY: Guilford Press.
- National Drug Court Institute, (2008). *Quality Improvement for Drug Courts: Monograph Series 9*. Alexandria, VA.
- NREPP. Motivational Interviewing. Intervention summary retrieved on April 15, 2013, from the Substance Abuse and Mental Health Services Administration's National Registry of Evidence-based Programs and Practices, <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=130>
- Stinson, J. & Clark, M. (in press). *Motivational Interviewing for Offender Rehabilitation and Reentry*. NY: Guilford Press.

REFLECTIVE LISTENING

■ One strategy:
Respond to resistance *with nonresistance*.

- A simple acknowledgment of the client's disagreement, emotion, or perception usually permits further exploration rather than defensiveness
 - This avoids the confrontation-denial trap.
- Remember, it's impossible to fight alone! You need two people to verbally argue.

Amplified Reflection

Increasing the intensity of the resistant element

Reflect back what the client has said in an amplified or exaggerated form- to state it in an even more extreme fashion.

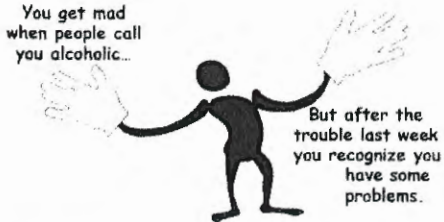
"So you don't have any problems, no problems at all."

Be Careful!! - don't use a sarcastic voice tone or a voice tone that suggests you "know otherwise" as may elicit hostility or resistance.

DOUBLE SIDED REFLECTIONS

Reflecting both sides of the ambivalence.
Start with the resistance side to "open their ears" to the change talk that comes next.

You get mad
when people call
you alcoholic...



But after the
trouble last week
you recognize you
have some
problems.

SHIFTING FOCUS (changing the subject)

Shift the client's attention away from a stumbling block or impasse. This amounts to going around barriers rather than trying to meet them head-on



"We've talked about what
other people say about your
drinking; let's now talk about
what you think."

EMPHASIZING PERSONAL CHOICE and CONTROL

Use a three-step process to convey it's the client who eventually determines what happens.

1. "It really is your choice about what you do in this situation"
2. "You may have to face _____
(these consequences) "
3. "But ultimately, it's still your decision.
No one can make you do this."

Interviewing Traps with Treatment Court Participants (P)

Trap	What NOT to Say	What TO Say
"Premature Focus Trap" Premature focus on Change (per the Judge's agenda)	<p>"This problem with your spouse..."</p> <p><i>WHY: Identifies the situation as a "problem" before the (P) has labeled it as such.</i></p>	<p><i>Ultimately you're the one who has to decide if or how this issue with your spouse will continue. What do you think is the next step for you?</i></p>
"Confrontational-Denial Trap" Arguing the Positive Side	<p>You need to stop making excuses and start this anger management course.</p> <p><i>WHY: Sets up an antagonistic relationship, encourages P to give the counterargument.</i></p>	<p><i>How would things be better for you if you found a way to stop all this trouble?</i></p> <p><i>There's a part of you that doesn't feel you need this, but I've also heard a part of you that's tired of this trouble.</i></p>
"The Labeling Trap" Using labels to try and gain an edge – use labels to push change	<p>"C'mon look at your history! Admit it, you're an alcoholic"</p> <p><i>WHY: See above</i></p>	<p><i>Labels are not important right now. What is important is what you think.</i></p> <p><i>Let's move past what some people are calling you. I want to hear your thoughts.</i></p>
"The Blaming Trap" Asking Dead or Backwards Questions	<p>Why did you go to that party when you knew it was going to get you in trouble?</p> <p>Did you really think that the police were going to buy that argument?</p> <p><i>WHY: Questions in this format encourage the P to give arguments in support of past behavior.</i></p> <p><i>"Why" questions are actually "who" questions that look to place blame and the session spirals downward</i></p>	<p><i>It sounds like that situation really got you in trouble.</i></p> <p><i>The police didn't believe you. Now you're here. What's your next step(s)?</i></p> <p><i>You believe you got "railroaded" and unfairly convicted by the court. That leaves you frustrated. They placed you in our Treatment Court, so what can we do to finish and get dismissed?</i></p>
"The Expert Trap:" Giving Unsolicited Advice Acting as though the problem would be solved if the program participant would just "listen to reason." Installing – not eliciting.	<p>You don't have a job because you're not putting in enough applications.</p> <p><i>WHY: Sets up an antagonistic relationship, encourages P to give the counterargument.</i></p> <p>You need to get up first thing in the morning, get a cup of coffee, and go in to fill out that application.</p> <p><i>WHY: Encourages P to give the counterargument; Doesn't encourage P to think about the plan, and thus makes it less likely that P will follow through.</i></p>	<p><i>What ideas do you have as to how you might get a job?</i></p> <p><i>If you decided you wanted to put in a job application, how would you go about that?</i></p> <p><i>Getting a job can be difficult. It's hard to get into action. So, let's back up. When you think of getting a job, what do you think about?</i></p>
"The Question-Answer Trap"	<p><i>Using repeated questions without the use of OARS interspaced.</i></p> <p><i>Why a trap? Judge is doing the talking. P is placed in a passive role of answering.</i></p>	<p><i>Avoid the "triple-trouble rule" which cautions a Judge not to use more than 3 questions without a reflection.</i></p>

MOTIVATIONAL INTERVIEWING

IDENTIFY BEHAVIOR CHANGES

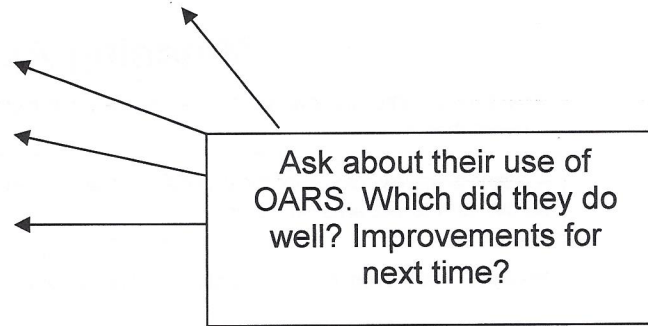
(Ask staff: What's the target behavior for change?)



Did they allow
the client to ...



Open-Ended Questions
Affirmation
Reflection
Summarize



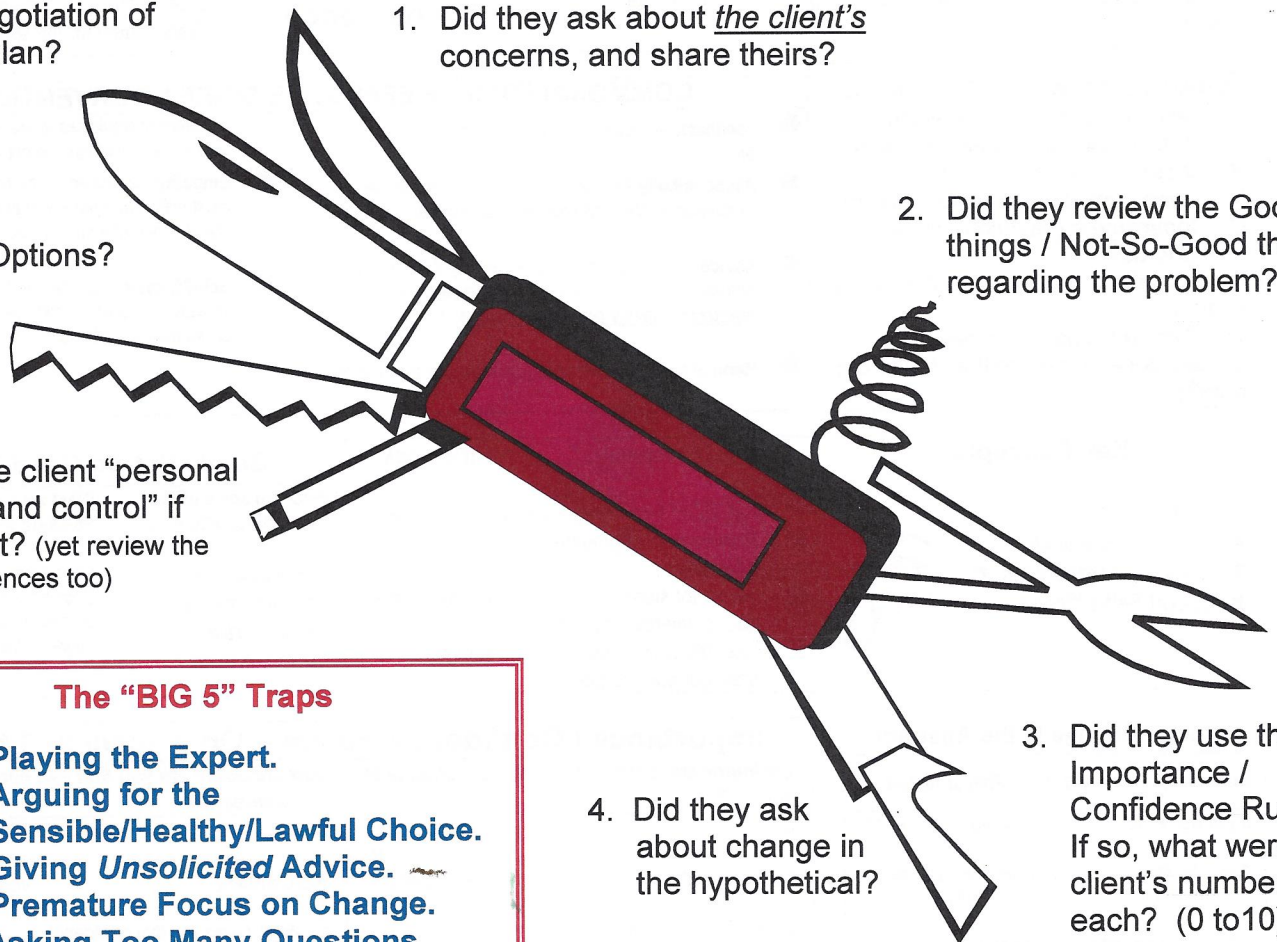
7. Negotiation of
a plan?

1. Did they ask about the client's
concerns, and share theirs?

6. Menu of Options?

5. Offer the client "personal
choice and control" if
resistant? (yet review the
consequences too)

2. Did they review the Good
things / Not-So-Good things
regarding the problem?



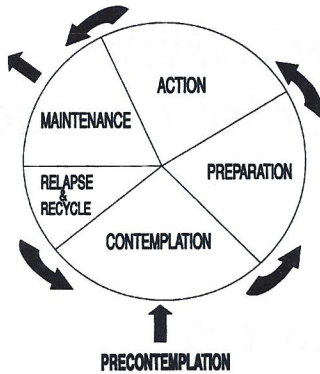
The "BIG 5" Traps

1. **Playing the Expert.**
2. **Arguing for the Sensible/Healthy/Lawful Choice.**
3. **Giving *Unsolicited* Advice.**
4. **Premature Focus on Change.**
5. **Asking Too Many Questions.**

4. Did they ask
about change in
the hypothetical?

3. Did they use the
Importance /
Confidence Rulers?
If so, what were the
client's numbers for
each? (0 to 10)?

Motivational Interviewing: It's a way of using questions and statements strategically to help people think and talk in a positive direction – employing methods to assist people to find *their own reasons for change*.



I-COP	
Evocative Questions for Eliciting Change Talk	
1. Intention to Change	3. Optimism for Change
2. Concerns	4. Problem recognition
Strategies for Eliciting Change Talk	
1. Exploring Pro's and Con's	4. Looking Forward
2. Asking for Elaboration	5. Looking Back
3. Imagining Extremes	

Matching Approach to Stages of Change

Individuals are either unconvinced that they have a problem or are unwilling to consider changes	Pre-contemplation	Develop rapport – Increase sense of importance (to change)
A person is actively considering the possibility of change; evaluating options but not ready to take action at present.	Contemplation	Highlight both sides of the ambivalence. Tip Balance toward change Experiment with change?
Individuals make a commitment as well as initial plans to change the behavior.	Preparation	Clarify goals, plan Reduce barriers Identify people who will help
Once people take effective action to make the change, they are considered to be in the action stage. In action a person adopts strategies to prevent a relapse and a return to the problem behavior.	Action	Engage in plan Review often & reinforce change
The individual consolidates the changes and integrates it into his or her lifestyle.	Maintenance	Support changes / Relapse prevention (Ready them for the speed-bumps)

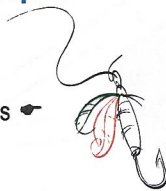
CHANGE TALK / D.A.R.N. C.A.T.S.
 D - Desire (I want to, prefer, wish)
 A - Ability (I can, able, could, possible)
 R - Reason (I should, "why do it?")
 N - Need (I must, importance, "got to!")
 C - Commitment (Intention) (What intend to do?)
 A - Activation (Readiness) (What ready to do?)
 TS - Taking Steps (What have you already done- What are the steps from here?)

COMMONALITIES OF EFFECTIVE BRIEF INTERVENTIONS

- * **Feedback** — alcohol/drug assessments, tests results, etc.
- * **Responsibility** for change left with the probationer. Ambivalence about change seen as normal.
- * **Advice**, clear and well timed, especially if solicited by the probationer and not pushed by the officer. **Direct persuasion rarely produces change.** Ask permission.
- * **Menu** of options, alternatives, or resources for what the probationer would like to talk about or how they would like to address the behavior.
- * **Empathy** expressed by the officer may be THE most critical component of brief approaches. In the absence of empathy, change rarely occurs.
- * **Self-Efficacy** supported and promoted. An individual's belief in ability determines whether or not they will attempt to change.

Key Concepts:

- * Express Empathy
- * Roll with Resistance
- * Develop Discrepancies
- * Support Self-Efficacy



Develop Discrepancy: "Look for the Hooks"

- ☒ Ask about their concerns or share your own.
- ☒ Provide non-judgmental feedback or information.
- ☒ Watch for signs of discomfort with the status quo, or interest or ability to change.
- ☒ Use reflection, questions, and summaries to draw out positive talk.

Good / Not-So-Good Things

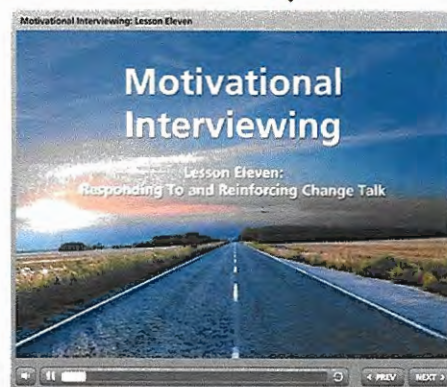
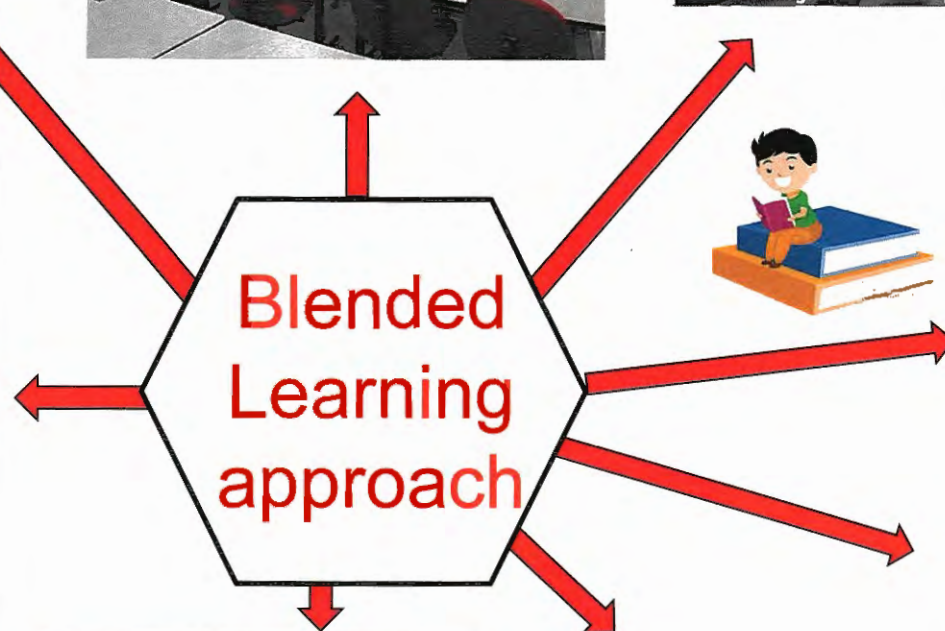
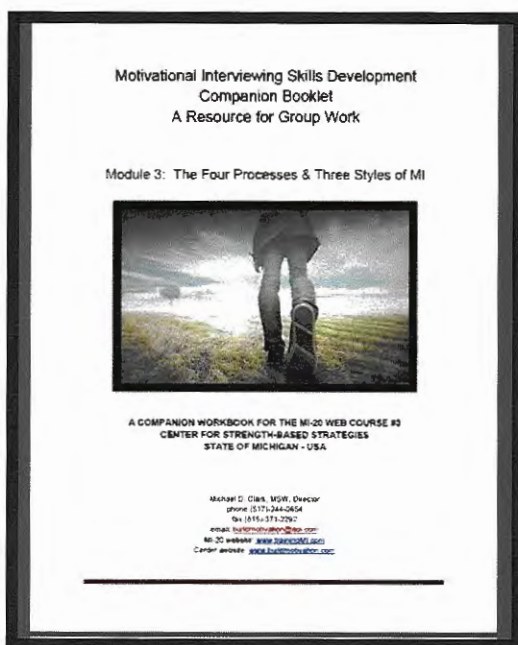
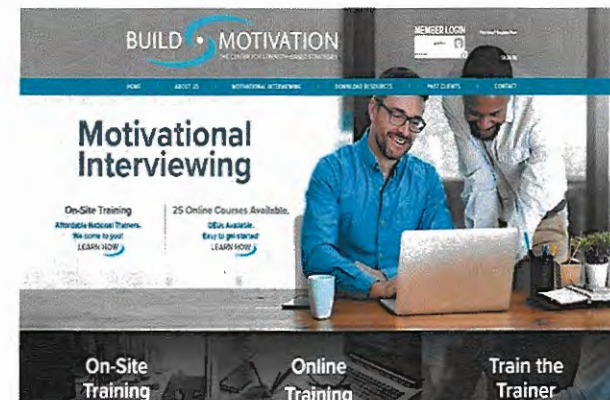
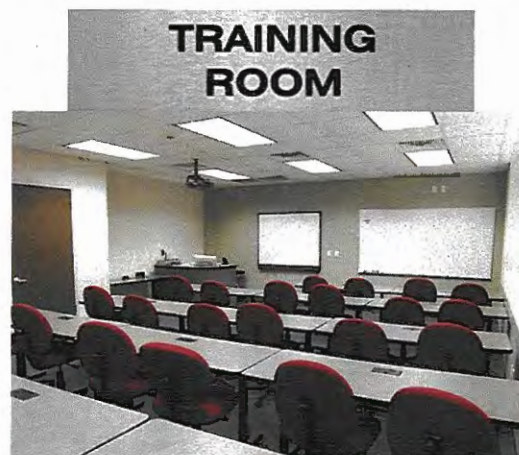
What are some of the Good things about?	What are some of the Not-So-Good things about
Social interactions....	Hangovers.....
Fit in with friends....	Cost money.....
Helps me relax.....	Girlfriend nags....
Quenches thirst	Legal problems...

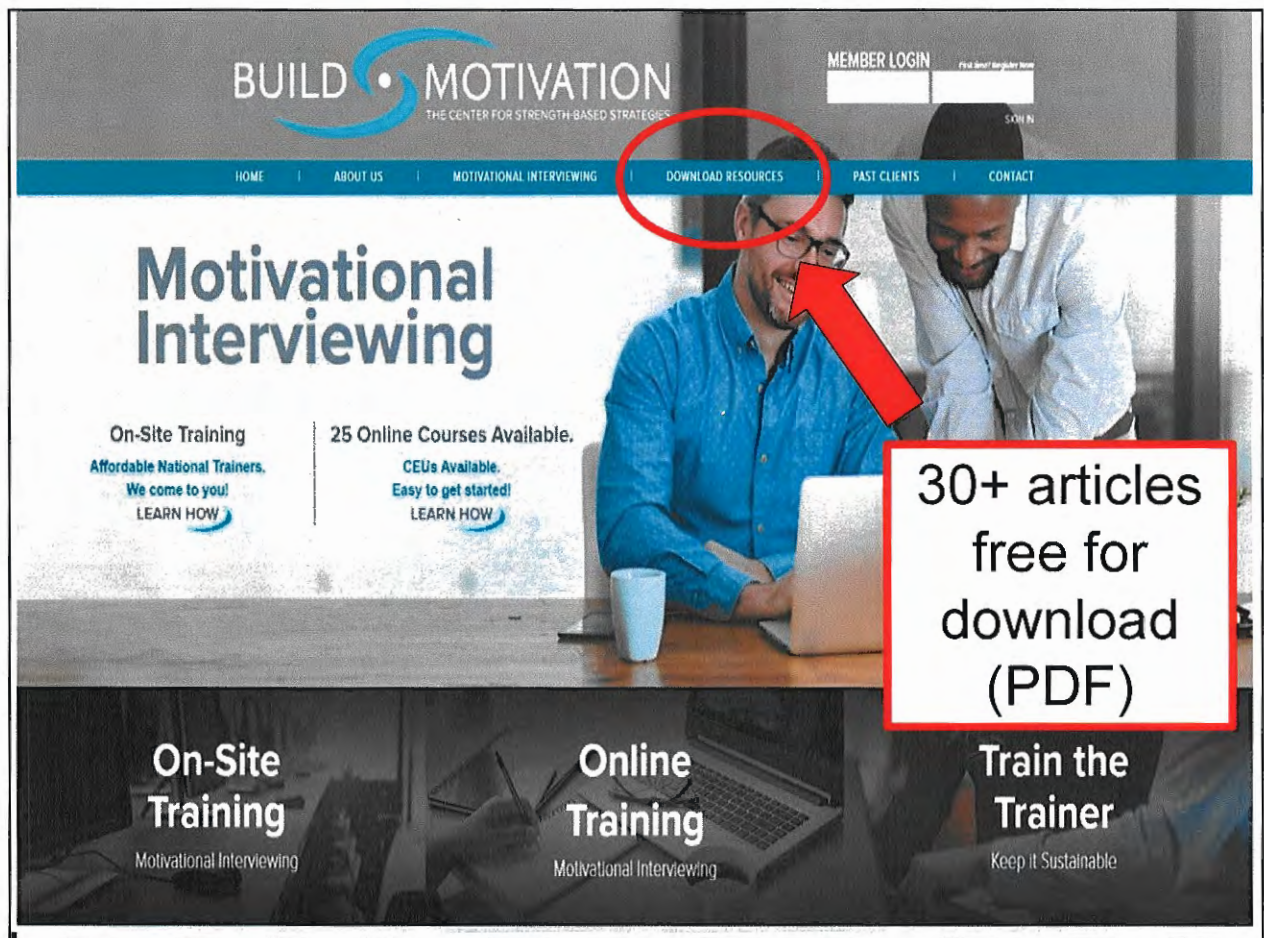
Explore Change in the Abstract

Conditional Statement	Plan of Action
If you wanted to	How would you do it?
If you decided you wanted to	How would you go about it?
If the time were right...	What would you do?

Importance / Confidence Rulers – On a scale of 1 to 10 ...

How important is it for you to make a change in your..... ?	How confident are you that you could change if you wanted to?
↓ 1 ----- 10 "Not Important" "Very Important"	↓ 1 ----- 10 "Not Confident" "Very Confident"
a. What makes it that important? b. Why are you at a ?? and not a lower number? c. What else? ... What else?...	a. What makes you that confident? b. Why are you at a ?? and not a lower number? c. What would it take to raise your score to a ?? ? d. How can I help you get there?
	10





www.buildmotivation.com

Example PDF
(available for download)

CHANGE-FOCUSED DRUG COURTS: EXAMINING THE CRITICAL INGREDIENTS OF POSITIVE BEHAVIOR CHANGE

By Michael D. Clark, MSW, CSW

This article focuses on improving the effectiveness of the therapeutic approach in leading to positive behavior change with drug court participants. The intent is to speak to all drug court team members — especially those (judges, lawyers, probation agents) whose roles and responsibilities have not been traditionally linked to the treatment field.

New information gained from an extensive meta-analysis that reviewed 40 years of therapy outcome studies is reviewed. This important research sought to identify the ingredients of positive behavior change. The study shows that, although treatment has been found effective, no single approach or theory among the more than 200 recognized therapy models has proven to be reliably better than any other. Regardless of many claims, there are no clear “winners.” The research postulates that the effective aspects of treatment are trans-theoretical — that is, that any model’s effectiveness is due to factors that are common to all therapies. This article discusses these “four common factors”: client factors, relationship factors, hope and expectancy, and model/technique.

In applying this information to work with drug court participants, this article points to research-informed strategies — including the strength-based approach — that can translate some of therapy’s complex practices into commonsensical and usable methods for community treatment staff and drug court personnel. The goal of this article is to increase a curative approach by all who participate in the work of drug court, especially those from the non-therapeutic professional roles.

Motivational Interviewing for Probation Staff: Increasing the Readiness to Change

Michael D. Clark, MSW

Center for Strength-Based Strategies

Example PDF
(available for download)

"Motivational Interviewing makes a lot of sense to me—I mean, it seems to be a lot like banking. We've got to make a deposit before we can expect to make a withdrawal." (Training participant, 2005)

THIS ARTICLE BEGINS a two-part series on increasing motivation with "involuntary clients," focusing on mandated offenders placed under probation supervision by court orders. Motivational Interviewing (Miller & Rollnick, 1991) is an approach that was first developed and applied in the field of addictions but has broadened and become a favored approach for use with numerous populations across a variety of settings (Burke, Arkowitz & Dunn, 2002). In our own field of criminal justice, evidence-based practice as outlined by criminologists has recommended that justice staff be responsive to motivational issues with offenders (Andrews & Bonta, 2003). This series demonstrates practical ways to respond to that recommendation.

Probation staff clamor for "how to's" and seek knowledge as they work hard to manage high-volume caseloads. The second article of this series will address such strategies and techniques for the line officer. But patience is necessary; Motivational Interviewing (MI) is not just a collection of techniques to apply *on* an offender. Raising motivation levels and increasing an offender's readiness to change requires a certain "climate"—a helpful attitude and a supportive approach that one takes *with* an offender. This climate becomes hospitable to developing a helping relationship—and this relationship must occur between agent and probationer for

enduring change to take place. This article will examine this type of climate across the criminal justice field (the macro perspective), within probation departments (the mezzo perspective), and within the individual pairing of any officer and offender (the micro perspective).

Across the Criminal Justice Field (macro): What Business Are We In?

Duncan, Miller and Sparks (2004), promoting outcome-informed efforts, recall a landmark article by Theodore Levitt, a Harvard business professor. Levitt (1975) recounted the rise of the railroad industry throughout much of the 1800s and into the next century. The railroad industry vaulted to tremendous success as it laid track from city to city, crisscrossing and connecting our continent. Millions of dollars were pocketed by those laying the track and building this nation's rail infrastructure. The pace of life quickened and demand rose for speedy travel.

However, as the first baby-boomers began to leave their nests in the 1960s, the railroads were in trouble—actually in serious decline. Why? Railroad executives would answer that it was due to the need for speedier transportation and faster communication that was being filled in other ways (i.e., cars, trucking industry, telecommunications, etc.). That reasoning made no sense to Levitt. To this business professor it begged a question. Duncan, Miller & Sparks (2002: 80) note the irony:

The railroad industry, Levitt (1975) argued, was not in trouble "because the need was being filled by others...but because it was

not filled by the railroads themselves" (p. 19). Why did the industry *not* diversify when it had the chance? Because, as it turns out, railroad executives had come to believe they were in the train rather than the *transportation* business.

Due to this limiting conception, trucking and air freight industries prospered while locomotive engines fell into disrepair, parked on rusted track in the back of neglected railroad yards. The railroad industry had come to believe they were in the railroad business instead of the transportation business.

It would seem that probation, as a criminal justice entity, is much like the railroad industry of our past century—for it has come to believe that it is in the *probation business* rather than the *behavior change business*. Our field seems primarily concerned with the process of probation—insuring adequate supervision, compliance with probation orders and the completion of mounds of attendant paperwork. Process takes center stage rather than a principal focus on strategies and techniques that will encourage positive behavior change (outcomes).

The problem lies in the mindset that pervades the probation and parole field that allows outcomes to take a back seat to process. Consider a recent lament by a deputy director who manages a fairly large community corrections division. He offered his state's "probation officer of the year award" as an example of the "business of probation." This annual contest awards much more than a certificate or a new wristwatch—the prize is a week-long vacation in the Caribbean! As can be imagined, staff work hard to win the prize. However, this deputy director noted

BUILD

MOTIVATION

GREAT LAKES TRAINING, INC | THE CENTER FOR STRENGTH-BASED STRATEGIES



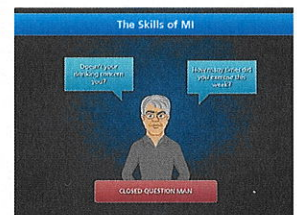
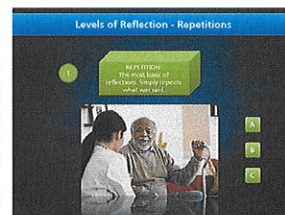
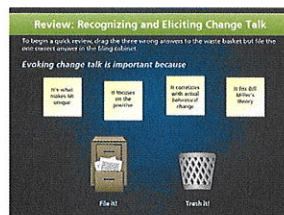
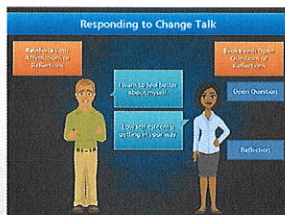
Approved for CEU's



20 WEB COURSES for Motivational Interviewing (MI)

The most comprehensive series published for
internet-based training in Motivational Interviewing

Motivational
Interviewing (MI)
has become a
favored Evidence-
Based Practice
because it's been
found to increase
engagement
between staff
and client groups.
Why the demand
for MI in agency
work? Because it's
a helpful way of
assisting people in
finding their own
reasons for change.
MI is for working
with people who
don't want to work
with you!



Unlimited Access for Two Years!

Created for busy staff with no prior training in MI,
or have completed training but need to continue building skills.



BLENDED

MI 20

Busy staff can take the courses
when their schedule allows



LEARNING

PEER GROUP 20

Then staff can meet in small groups
and use companion booklets that are
available for each Web Course -
all to assist continued development
and skill-building

Discounts for group sign ups

Contact the Center for Strength-Based Strategies

(517) 244-0654

www.buildmotivation.com



WEB COURSE BENEFITS

PAST CONTRACTUAL CONSULTATION/TRAINING PROVIDED TO *(selected list)*:

Puerto Rico Addiction Technology & Transfer Center (ATTC), San Juan, P.R.

US Dep't of State (Mediterranean Section) - United States Embassy - Malta

US Department of Justice - Office of Justice Programs (OJP)

US Department of Health & Human Services (DHHS)

United Nations Office on Drugs & Crime (UNODC), Salvador, Brazil

Superior Court of Guam - Agana, Guam

New Zealand Office of Children, Youth and Family (CYF), Wellington, NZ

American Probation & Parole Association - (APPA)

Northwest Frontier Addiction Technology Transfer Center - Portland, Oregon

Brisbane Center for Strengths Based Practice, Brisbane, Australia

Correctional Services of Canada

State Department of Corrections-Community Corrections-Kansas
-Oklahoma -New Hampshire
-Wisconsin -Michigan
-Wyoming -Louisiana
-Utah -Idaho

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Center for Substance Abuse Treatment (CSAT)

National Council of Juvenile and Family Court Judges - (NCJFCJ)

Mid-Atlantic Addiction Technology Transfer Center (ATTC) - Richmond, VA

American Correctional Association (ACA)

Hunter Institute of Mental Health, Newcastle, (New South Wales) Australia

Michigan Association of Mental Health Boards (MACMHB)

Pennsylvania Board of Probation & Parole (PBPP)

University of Hawaii / Oahu Juvenile Court - Manoa Campus (Honolulu, HI)

Los Angeles County Probation (Juvenile Probation & Facilities)

US Department of Health- Family and Community Violence Prevention Program

Native American Alliance Foundation, Albuquerque, New Mexico

Robert Woods Johnson Foundation - "Reclaiming Futures"

Center for Substance Abuse Treatment (CSAT)

Substance Abuse & Mental Health Services Administration (SAMHSA)

- **New Learning.** Staff unfamiliar with Motivational Interviewing can gain an extensive foothold of knowledge and know-how by accessing this series.
- **Continued Learning.** Has your staff had the opportunity to access training in MI? Then don't lose the momentum or learning transfer gained from past attendance. Continue the attention and keep staff focused.
- **Follow Up.** No one wants to throw away training dollars, but let's face it—it's hard to continue learning experiences once an onsite training wraps up. Remember, an "extinction clock" starts ticking as soon as training ends and newly acquired skills are threatened if there's no follow up. Web courses are an excellent way to fortify skills and keep the momentum.
- **Coaching & Training.** With the Peer Group 20 added for small skills groups, if your agency has MI trainers onsite, then leading these groups improves their skills for both coaching and stand-up training. If not MI Trainers, then select staff can be helped to learn how to be your onsite coaches.
- **Not a rehash of business-as-usual.** Many courts and agencies are familiar with web-based Continuing Education Units (CEU's) but first generation materials are often presented in a boring format. "Pages of block text followed by a test" is the best way to describe what many are accustomed to. No more. These new web courses are dynamic and engaging, written and produced in a brand-new software format that renders this old CEU pages-of-text style obsolete. Comments have included, "interactive," "unbelievable" "visually-appealing," and "I didn't know web courses could be presented like this."
- **Time.** Being "too busy" is always a realistic threat to new learning. These courses can be taken whenever the time's right for a staff person's busy schedule
- **Ease of access.** Supports PC or MAC. Courses can be taken via a computer at work, a home computer, laptops, iPad or Tablets and smartphones are all accessible.
- **Receive CEU's.** Does your staff have requirements to complete Continuing Education Units (CEU's) on a quarterly or annual basis? If so, let us know your requirements so these courses can be authorized and accepted by your certifying organizations.
- **Reduced distractions to agency operations.** Reduce the length of in-person (classroom-based) training time needed by having staff complete these multiple courses prior to the importation of onsite training. Inform your consultant/trainer of this web-based series so they can tailor their training to synch up with these web-courses.
- **Corrective feedback.** While it's true that web-based content cannot teach skills, it is also true that this new generation of web-course software can offer immediate, corrective feedback. Students are told "why" their answer was right or alternately have explained "why" their answer was wrong. This avoids the "learn-wrong - do wrong" that plagued earlier generation software that displayed pages of text with no oversight.
- **Complete Information.** Some web-based sources will offer either a single hour-long course in Motivational Interviewing or attempt to cover a topic this broad in four or five courses. Gain access to one of the most extensive series now published in our corrections field - twenty (20) courses in all - that offer a thorough examination of Motivational Interviewing.

New! This webcourse series has been upgraded to ADA compliance (American with Disabilities Act). All courses are WCAG 2.0 compliant.

Contact the Center for Strength-Based Strategies

(517) 244-0654

www.buildmotivation.com

Quick Guide to the “MI -20” Web Courses
(Including 20 Companion booklets for small group skill-building)

- Module 1: Introduction to Motivational Interviewing
- Module 2: The Spirit of Motivational Interviewing
- Module 3: The Four (4) Processes and Three (3) Styles of Motivational Interviewing
- Module 4: The Four (4) Principles of Motivational Interviewing
- Module 5: Client-Centered Counseling Skills (I): Open Questions and Affirmations
- Module 6: Client-Centered Counseling Skills (II): Reflections
- Module 7: Client-Centered Counseling Skills (III): Summaries
- Module 8: Resistance Examined: New Tools for an Old Problem
- Module 9: Recognizing and Eliciting Change Talk
- Module 10: Developing Discrepancy
- Module 11: Responding and Reinforcing Change Talk
- Module 12: The “Semi-Directive” Nature of MI: Summaries & Directive Reflecting/
- Module 13: Deepening Change Talk
- Module 14: From Evoking to Planning: Change Planning with the Client
- Module 15: Strengthening Commitment – Supporting Action towards Change
- Module 16: Problem Discussions, Giving Advice and Exchanging Information with an MI Perspective
- Module 17: Navigating the Tough Times: Working with Deception, Breaks with Agency Mandates and Sanctions
- Module 18: Learning Motivational Interviewing - Experiencing A New Approach to Service Delivery
- Module 19: A Deeper Look at Engagement and Focusing: Learning How to *Walk Together - Towards the Same Destination*
- Module 20: From Start to Finish: Putting Motivational Interviewing Into Practice



Quick Guide to the “Supervisor 5” Web Courses
(Including 5 Companion booklets for small group skill-building)

Module 1: Successful Implementation and Sustainability of Motivational Interviewing (MI) Practice / Learning Objectives:

1. Define and use the open systems model of organizations to locate Motivational Interviewing (MI) in the organizational environment.
2. List and define the six stages of implementation and apply them to the implementation of Motivational Interviewing.

Module 2: Modeling and Demonstrating MI for Staff / Learning Objectives:

3. Explore opportunities to model the use of Motivational Interviewing in a variety of supervisor/staff interactions.
4. Practice techniques for demonstrating motivational interviewing skills to help staff resolve ambivalence about full commitment to gain MI proficiency.

Module 3: Coaching the Key Skills of Motivational Interviewing / Learning Objectives:

5. Clarify the overlapping roles of supervisor and coach.
6. List skill requirements for supervisors for evaluating MI with their staff.
7. Review the importance of the “four processes of MI” and their relevance for MI competence.
8. Demonstrate, and practice, skills necessary for basic competence in the evoking process of Motivational Interviewing.

Module 4: Small Groups – Practice Methods for Skill Building / Learning Objectives:

9. List the attributes of a good coach - take a longer look at coaching and list the goals and methods for helping staff acquire MI skills.
10. Examine the differences among those you will coach/supervise.
11. Describe how to create a “good enough” learning environment .
12. Describe some steps in the coaching process – demonstrate a typical coaching session.
13. Examine a list of skill deficits that are common to trainees.
14. List the possible settings for conducting a coaching session.

Module 5: Introduction to Coding Motivational Interviewing / Learning Objectives:

15. Review the benefits of coding.
16. Identify what a coder looks for. Will explain what observable interviewer behaviors coders look for and what “codes” those behaviors are given.
17. Explain the term “global measures” and look at what codes these measures are given.
18. Practice coding an actual motivational interview. Learn how coding is like grading an exam, only in this case, the coder assigns *a level of proficiency*.



“Peer Group 20” Booklets for Small-Group Resources

Benefits from “Peer Group - 20”

- **Communities of Practice (CoP).** This is an extensive series of twenty (20) resource booklets that enable small skill-building groups to start and continue.
- **Engagement.** Using group discussions, role plays (and real plays!), exercises, complete the dialogue, practice examples and matching tests. The type of resources needed to enable and supply 20 small group meetings.
- **Coaching.** You can't expect to build or improve skills without coaching. The Peer Group 20 allows coaching to occur in small group formats
- **New or Returning Staff.** This series can be applied skill-building work for staff who have already received training in MI or staff who are brand new with no prior training
- **Skill Building.** Web courses can transfer knowledge but only small group practice can build skills. Here is a blended learning (onsite) option to use with the distance education with the web courses
- **CEU's.** These courses are certified by NAADAC (substance abuse) and our Center will seek certification for any regional CEU's your court may need
- **Continue Your Training / Unlimited Access for 2 Years.** Agencies know that staff need to “practice-practice” to keep learning MI and growing skills. The Peer Group 20 allows 20 months of small group meetings to stay focused on this practice and avoid the extinction effect when training is not sustained.
- **Answer Keys.** Almost all booklets have answer keys at the end. This helps guide group practice by offering examples and answering member questions.
- **Color-Coded.** Material is written so any group member can lead a group session; authored to accommodate rotating leadership or fixed leadership. Allow your groups to decide what leadership format they want.
- **Trainer Assistance.** Small group content can lessen the amount of lecture time or onsite training – all by structuring time skill-building following the learning transfer from the web sessions

Abstract:

We now have *companion workbooks* available for the Motivational Interviewing web modules. All of these companion resources carry the same titles as the MI-20 web courses. This resource allows agencies to convene twenty (20) small group sessions for skill-building. Utilizing small “coaching groups” is a critical feature for evidence-based sustainability. These companion workbooks for small group application run in tandem to each of the 20 web courses – synchronized with each course’s content. This would make 20 web courses available and 20 small group skill-building resources—all to help staff and supervisors continue their development and practice of Motivational Interviewing. With this resource, agency groups can avoid the “extinction-effect” that drains newly acquired skills by structuring 20 months of small-group practice time to help sustain the model.

Workbook Sections:

- (1) A review of the web module’s objectives
- (2) Selection of key learning transfer points
- (3) Multiple efforts to practice key learning
 - a) Discussions / b) Role plays / Real plays / c) Exercises / Complete the Dialogue
- (4) Answer Keys

Color Coded Key

Our idea is to compose these companion workbooks to be as easy to use as possible. Recognizing that agency staff are busy - often moving from one appointment or meeting to the next, we have organized these companion resources in such a way that these workbooks can be picked up and read through by a group leader without a lot of preparation time. Multiple group leader configurations are possible: (a) Groups can be led by an MI Trainer or supervisor, (b) groups can be led by an elected group leader – where leadership assignment could be rotating or fixed, or (c) groups could be “leaderless” where group members rotate who reads the purple section within the same hour session. *Color coded key that would be used to structure and guide the hour-long session would include four sections:*

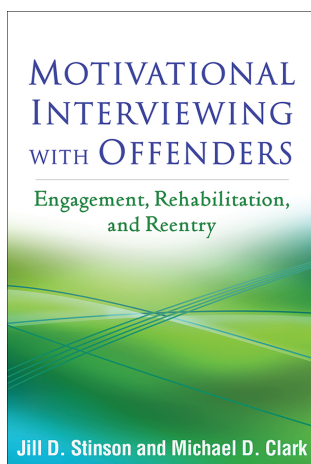
Purple is what the “Leader” says. (You can also rotate who reads this section if groups use rotating leadership.)

Orange contains special instructions for the “Leader” that don’t need to be read (but can be if you want).

Blue indicates section headings for each concept or skill being explored.

Yellow is for “doing” or “discussion” breaks that fall in the midst of a given exploration or exercise

Green is the **Answer Key** on the final page(s) of the workbook.



2017, Paperback
ISBN 9781462529872
6" x 9", 264 Pages, \$27.00

2017, Hardcover
ISBN 9781462529889
6" x 9", 264 Pages, \$62.00

 e-Book Available
www.guilford.com/p/stinson2

Motivational Interviewing with Offenders

Engagement, Rehabilitation, and Reentry

Jill D. Stinson and Michael D. Clark

"This is a book that many of us have been anticipating for a long time. MI is one of a small number of true evidence-based (and strengths-based!) success stories in offender rehabilitation. This book brings the technique alive in a way that I hope will transform theory and practice in the field."

—Shadd Maruna, PhD, Professor of Criminology, University of Manchester, United Kingdom

"Whether you deliver direct treatment or offender supervision services, manage programs responsible for achieving improved offender outcomes, or design systemwide interventions to improve public safety, this refreshingly readable book articulates a proven way forward. While a court may order treatment, it cannot order lasting change—commitment to real change and long-term recovery is always a choice. This book outlines the essentials for helping an offender to make that choice and move from conflict, to compliance, to commitment. I highly recommend it for anyone working with justice system-involved individuals, and especially those working in treatment courts."

—Terrence D. Walton, MSW, CSAC, Chief Operating Officer, National Association of Drug Court Professionals

From experts on working with court-mandated populations, this book shows how motivational interviewing (MI) can help offenders move beyond resistance or superficial compliance and achieve meaningful behavior change. Using this evidence-based approach promotes successful rehabilitation and reentry by drawing on clients' values, goals, and strengths—not simply telling them what to do. The authors clearly describe the core techniques of MI and bring them to life with examples and sample dialogues from a range of criminal justice and forensic settings. Of crucial importance, the book addresses MI implementation in real-world offender service systems, including practical strategies for overcoming obstacles.

Find full information about this title online: www.guilford.com/p/stinson2

Guilford Publications, Inc.

370 Seventh Avenue, Suite 1200
New York, NY 10001-1020

Call Toll-Free: 9 AM - 5 PM Eastern
800-365-7006 (or 212-431-9800)
Fax: 212-966-6708 (24 hrs)
Professor Copies: www.guilford.com/professors
Want Free Shipping? All prepaid U.S. online orders ship free!

Name _____
Address 1 _____
Address 2 _____
City _____ State/Prov. _____ Zip/Postal Code _____
Daytime Phone # (To be used only if there is a question about your order) _____

E-mail (You will receive a shipment confirmation. Your e-mail address and phone # will not be released to any third party.) _____



☐ Sign me up for e-Alerts offering exclusive discounts!

Order *Motivational Interviewing with Offenders*

Copies in Paperback
_____ ISBN 9781462529872, \$27.00
Copies in Hardcover
_____ ISBN 9781462529889, \$62.00
\$ _____ Amount
\$ _____ Shipping: **In U.S.** (via USPS Media Mail), add \$5 first book, \$2.50 each add'l. **To Canada** (via CanPar), U.S. \$9.00 flat per order. **Outside the U.S. & Canada:** Visit www.guilford.com/ordoutside for details.
\$ _____ Subtotal
\$ _____ CA, NY, and PA residents add sales tax; Canadian residents add GST
\$ _____ Total

Method of Payment:

☐ Check or Money Order Enclosed (US Dollars Only)


☐ Institutional PO Attached

BILL MY: ☐ MasterCard ☐ Visa ☐ AmEx ☐ Discover

Account # _____ CVV # _____

Signature (Required on credit card orders) _____ Exp. Date _____

*Special offers valid in the US and Canada only.

 **Exclusive offer only at www.guilford.com:** Buy any available print book and get the e-book for only 10% of the print list price. Plus, when you buy an e-book from Guilford, you get DRM-free access to all available formats (ePub and PDF). Go to www.guilford.com/e-books for more information.

Bibliography – Motivational Interviewing and the Strengths Perspective

- (2009) Clark, Michael D., The Strengths Perspective in Criminal Justice. In D. Saleebey (ed.) Fifth Edition (2009). The Strengths Perspective in Social Work Practice. New York: Longman. Access free PDF copy at www.buildmotivation.com
- (June 2007) Walters, Scott T., Clark, Michael D., Gingerich, Ray & Meltzer, Melissa, "Motivating Offenders To Change: A Guide for Probation & Parole Officers" Practice Monograph, National Institute of Corrections (NIC) – US Department of Justice. (NIC Accession number 022253). Access free PDF copy at: <http://nicic.org/Downloads/PDF/Library/022253.pdf>
- (December, 2005) Clark, Michael D., "Motivational Interviewing for Probation Staff: Increasing the Readiness to Change. Federal Probation Journal (United States Courts). Vol. 69 (2). 22-28. Access free PDF copy at www.buildmotivation.com
- (Winter 2002) Clark, Michael D. "Change-Focused Drug Courts: Examining the Critical Ingredients of Positive Behavior Change." National Drug Court Institute Review. Vol 3(2), pps. 35-87. Access free PDF copy at www.buildmotivation.com

Bohart, Arthur & Tallman, Karen, (1999). How Clients Make Therapy Work: The Process Of Active Self-Healing. Wash. D.C.: American Psychological Association.

Duncan, B. & Miller, S., Sparks, J., (2004). The Heroic Client: A Revolutionary Way to Improve Effectiveness Through Client-Directed, Outcome-Informed Therapy. San Francisco: Jossey-Bass

Duncan, B., Miller, S., Wampold, B., & Hubble, M. (2010). 2nd Ed. The Heart and Soul of Change: Delivering What Works in Therapy. Washington, DC: American Psychological Association

Farrall, Stephen. (2002). Rethinking what works with offenders: Probation, Social Context And Desistance From Crime. Portland, Oregon: Willian Publishing

McMurrin, Mary.(Ed.) (2002) Motivating Offenders to Change: A Guide to Enhancing Engagement in Therapy. NY: John Wiley.

Miller, William R. & Rollnick, Stephen., 3rd edition (2013). Motivational Interviewing: Preparing People For Change . New York: Guilford Press

Nichols, Michael P., (1995). The Lost Art of Listening: How Learning To Listen Can Improve Relationship. NY: Guilford

Stinson, Jill & Clark, Michael (2017) Motivational Interviewing With Offenders: Engagement, Rehabilitation and Reentry. (Guilford Press – Miller / Rollnick Motivational Interviewing Series).

Ward, Tony & Maruna, Shadd (2007). Rehabilitation: Beyond the Risk Paradigm. NY: Routledge