

**Motivational Interviewing for  
Treatment Providers:  
Increasing the Readiness to Change**

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## 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](http://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

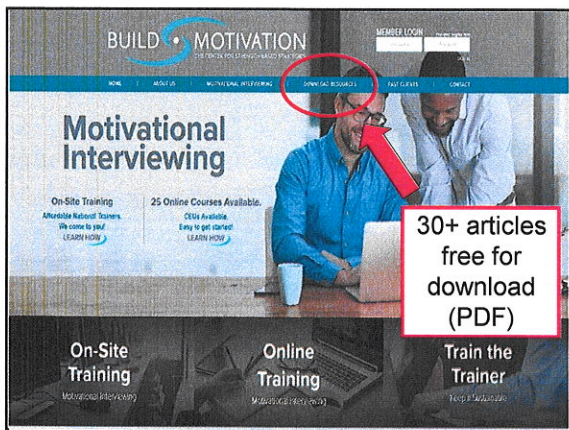
A Six-Pack of Epiphanies:  
What Treatment Court team members find  
out when they learn Motivational Interviewing

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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

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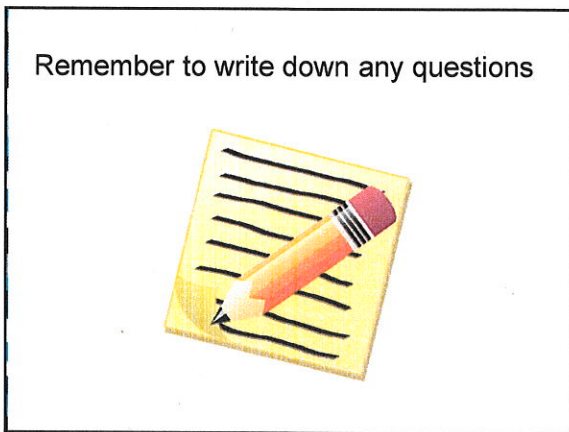
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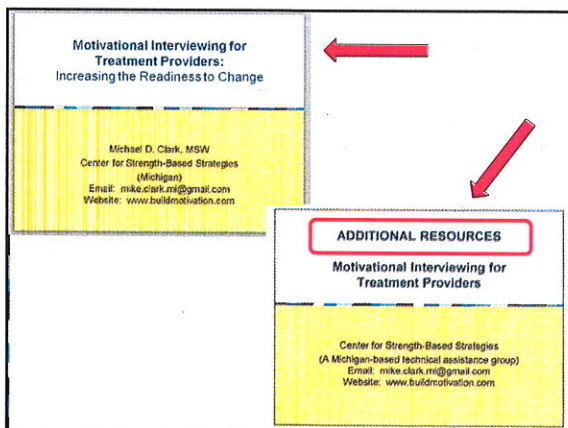
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### Today's Techniques - Consider the 3 Waves in the history of helping

- **1<sup>st</sup> Wave:** Freud / birth of Psychology
  - Personality is sealed -
  - Problems stem from deep intrapsychic issues.
- **2<sup>nd</sup> Wave:** Rise of Casework / birth of Social Work
  - Problems are found in everyday living / personality was thought to be fluid and impacted by both nature and nurture
  - Two economic events: 1946 Veterans Admin + 1947 NIH
- **Two things remained the same for both waves...**
- **3<sup>rd</sup> Wave** = Strength-based Practice (client-centered), Brief Solution-Focused Therapies and MI

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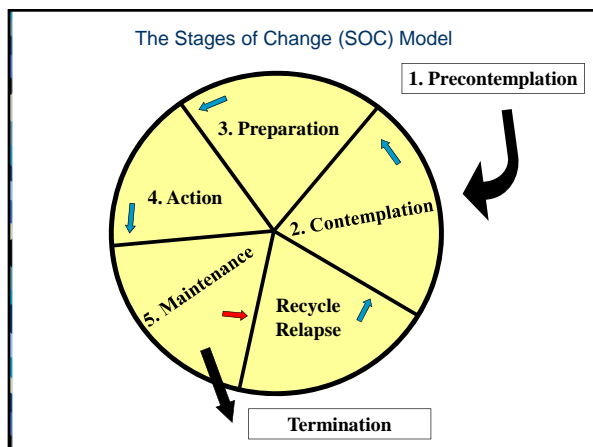
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### Meeting Clients Where They Are

Rule of thumb breakdown -

**40%, 40%, 20%**

**Precontemp / Contemp / Preparation**



**80%**

Use Stage appropriate interventions

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## Stages of Change for Addiction Behavior Modification

The core of the Transtheoretical Model is breaking down the complex process of changing behavior into 5 distinct stages: precontemplation, contemplation, preparation, action, and maintenance.

- **Precontemplation (I am not intending to change):**

During the first stage of the Transtheoretical Model, the addict is either uninformed about the risks of substance abuse, or they choose to ignore these risks. They're not reading, talking, or even thinking about the consequences substance misuse brings to themselves or their families. At this point, the addict will actively resist anyone who attempts to get them to change their behavior. They're not ready for change.

**Practice Tips:** Build the relationship. Allow them to talk about both sides of their ambivalence. Don't punish the "keep using side" but accentuate any change talk and increase their awareness by asking them to elaborate on risks and problems they speak of when using.

- **Contemplation (I am intending to take action in the next 6 months):**

They may know your destination, maybe even how to get there, but you're just not ready. They'll choose worry for working on their substance issue. It's thinking rather than action. 12 Step Groups have a common saying: "Self-knowledge avails us nothing!" (it's all about effort and action). They prefer a familiar self to a better one.

**Practice Tips:** Elicit reasons for change. Don't attack their "don't change side" as it often strengthens the "don't change" side of their ambivalence.. Acknowledge the "don't want to change" side but do not stay there. Instead, place focus on their "need to change" side. Deepen the change talk they utter. Tip the balance towards change by your interest and questions.

- **Preparation (I am intending to take action in the next few weeks):**

The person's readiness to change increases. They've weighed the pros and cons of quitting their substance of choice, and quitting/changing become stronger than staying the same. It's more than just a decision to quit – they've taken concrete steps toward changing their behavior. This could include buying a self-help book, going to see a therapist, or checking out a 12 Step group – even considering treatment as something favorable.

**Practice Tips:** Jointly determine where to start and the best course of action. Develop a timeline for action. Identify people who are willing to help. This is *collaborative work*.

- **Action (During the last 6 months, I have been taking action to resolve my problem):**

Most traditional notions of AOD treatment start here! But increasing the readiness to change is SO important to even reach this stage. All stages are valid, not just the action stage. (It has been said that treatment staff are "addicted" to this stage! Determining they're ready to take action is critical. Now comes the actual actions and efforts of change.

**Practice Tips:** Help take steps toward change. Encourage early attempts. Affirm and support the awkwardness of new changes, new living. Foster a grateful attitude. Point out positives.

- **Maintenance (I solved my problem more than 6 months ago):**

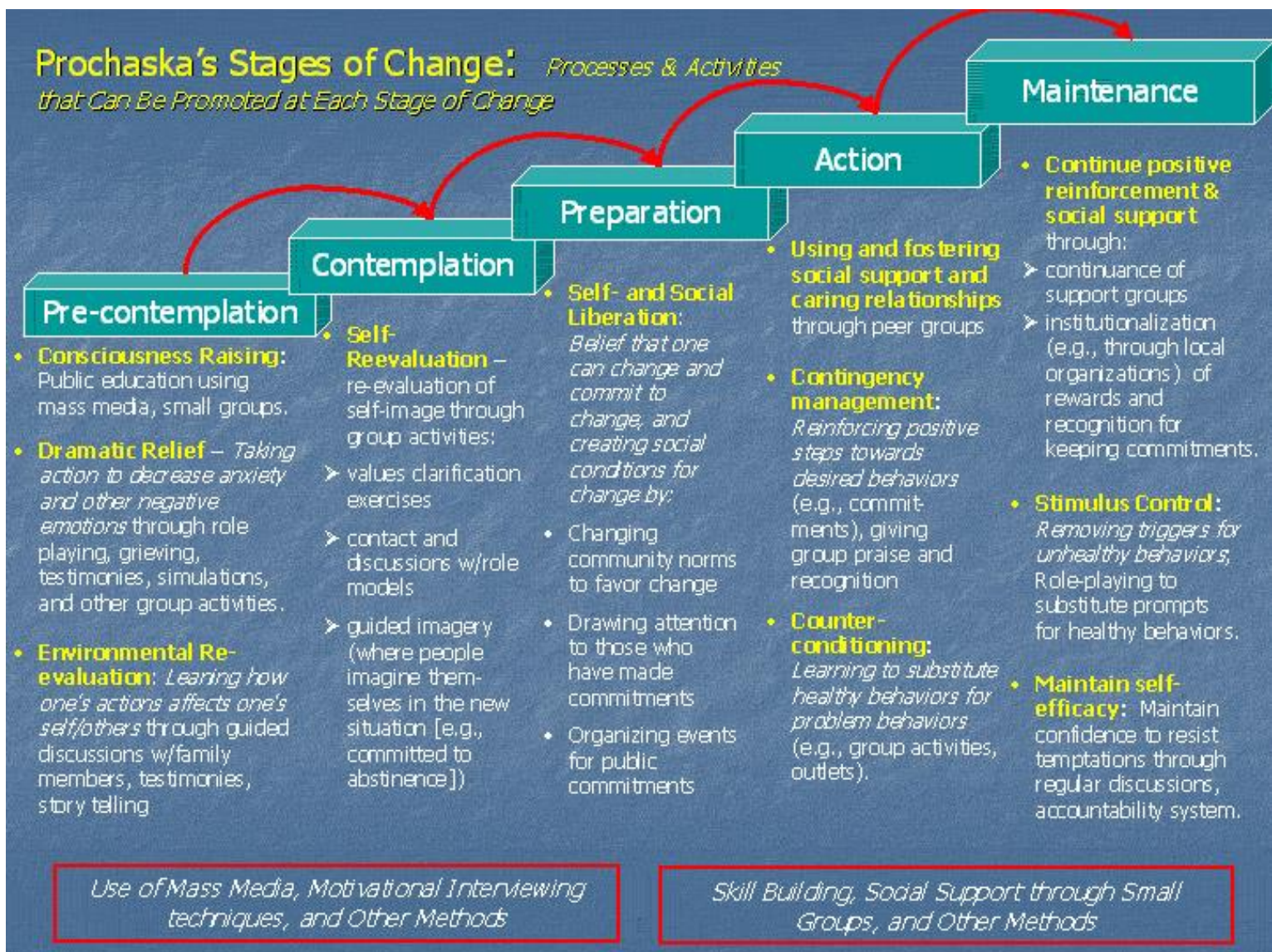
Know this is a chronic illness – not an acute care issue. “After-care” is not enough. The work required to abstain from destructive substances is not yet over. All it takes is one stressful situation to potentially make an addict relapse. This is maintenance over the life span.

**Practice tips:** Affirm and support. Help them to stay vigilant to potential threats and “unsafe” situations. Teach the finding and fostering support networks both early on and then to continue through the life span

- **Relapse**

Falling back and relapse can happen. For every relapse episode the odds go up (not down) that sobriety will catch hold.

**Practice Tips:** No shaming. Get them back into the wheel of change. Remind them of the hopeful idea that every time they go around the wheel and don’t exit? ---they move closer to the edge! So the “next time” is likely to be the successful effort. Odds go up with each attempt.



As adapted from Prochaska & DiClemente




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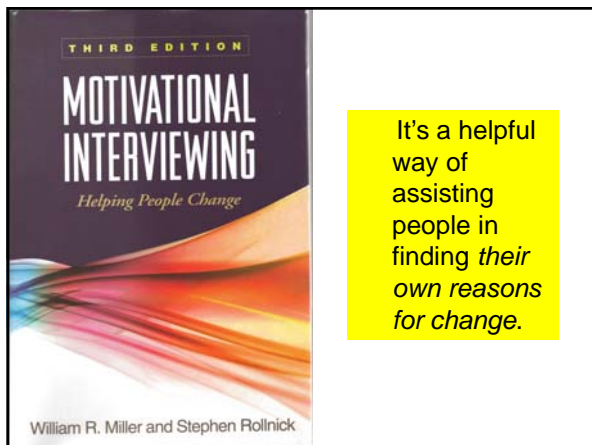
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It's a helpful way of assisting people in finding *their own reasons for change*.

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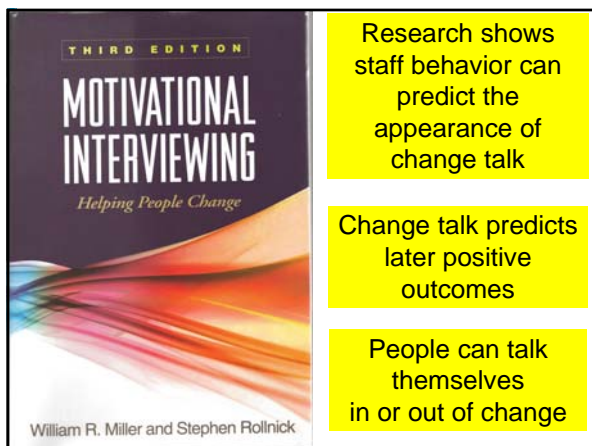
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- Research shows staff behavior can predict the appearance of change talk
- Change talk predicts later positive outcomes
- People can talk themselves in or out of change

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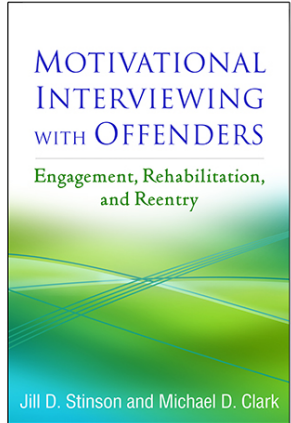
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“We must remember, there is simply a limit to coercion or advice....”

“It’s exhausting....”

Change does not have “sides” –two people are involved so *staff’s values are critical too.*

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**The Spirit of MI**

- “Change is difficult”
- So MI creates an atmosphere / a positive climate that helps change to take place...
- MI Spirit (P.A.C.E.) / “Notes” on next page
  - Partnership
  - Acceptance
    - Absolute worth
    - Accurate empathy
    - Autonomy – support
    - Affirmation
  - Compassion
  - Evocation



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**5 Benefits**

- (1) MI was developed for those more resistant, angry and reluctant to change
  - MI seems to take hold in systems that have relied too heavily on directing and demanding
- (2) MI is Complimentary
  - (a) client is more engaged (a) MI (EBP) for engagement and retention, client finishes/intended
- (3) MI is learnable (indirect benefits)
- (4) MI crosses cultures well
- (5) MI is a “good fit” for compressed time frames

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## Notes of the Spirit of MI – P.A.C.E.

### **P – Partnership**

Partnership assumes the presence and participation of more than one person in the relationship. Change is driven by individual motivation – not information or advice. Start with engagement or do not start at all. You don't need a partnership for compliance and obedience—yet it is a critical “must-have” for behavior change. Creating partnerships is a learned-skill, it's more than friendliness or good intentions. And it's not about being happy or displaying a rosy attitude. Partnerships can be built even with a grumpy personality. We don't eliminate our authority; we suspend it to build partnerships.

**A – Acceptance.** There are four key components to fostering acceptance within a client relationship.

*Absolute worth.* This is very personal. The challenge is to look within and decide whether or not criminal behavior negates a person's humanity. MI believes every person has worth and should be accorded basic human respect.

*Accurate empathy.* With the spirit of MI, you don't listen to clients to collect information which supports your preconceived judgments. You truly listen to understand the world as they see it. Since all change is self-change, it is critical to understand their perspective.

*Autonomy-support.* We understand every person has the freedom to choose his or her own course of action. A client can always accept the consequences. A person will work harder and make more lasting change when he or she *has a choice* in important decisions. You're not losing your power by acknowledging their choice; you're increasing your effectiveness.

*Affirmation.* Affirmations helped to create a climate for change. They promote trust. Use affirmations as one might use salt in cooking; a little bit improves the dish, but too much spoils it. Affirmations mobilize client strengths. Affirmations acknowledge a simple truth: people change through their distinctive abilities and attributes, rather than through their failures or flaws. Acceptance is not a private experience, but something purposeful that is communicated through your words and actions.

### **C – Compassion**


Compassion is considering the client's welfare and to give priority to his or her needs – while still maintaining a reasonable focus on supervision and orders. It takes deliberate intention. Compassion is not pity – there is much more hope in compassion. One of the most powerful human motivators is the power of the committed heart. This commitment of heart involves more than just the client; *it also involves the values, beliefs and desires of staff.*

### **E – Evocation**

We do not install the reasons for change – we evoke them. The mindset for evocation aligns with strength-based approaches where you trust that clients already have within them what is needed for change. Evocation is more about capacity and values rather than deficit. Many treatment plans are born from our perspective – but this does not make sense. The plan isn't ours; it belongs to the client. Build a plan from the client's perspective, since it is he or she who will be asked to do the necessary changing. MI calls you to draw forth their wants, values and competencies. Wants and values are why *anyone* changes. We must get to know what they are.

(Stinson & Clark, 2017)

**The Four Processes of MI**

- **Engagement** 
- **Focusing**
- **Evoking**
- **Planning**

We don't need a partnership for compliance – but it's a requirement to assist behavior change

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**The Four Processes of MI**

- **Engagement**
- **Focusing** 
- **Evoking**
- **Planning**

Now that you're shoulder-to-shoulder, where are you headed?

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**The Four Processes of MI**

- **Engagement**
- **Focusing**
- **Evoking** 
- **Planning**

Goal of Evoking is to keep the person:

- (a) Moving, and
- (b) Moving forward based on their reasons & desires

Calling forth the "change struggle"

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### The Four Processes of MI

■ <b>Engagement</b>	<b>Planning:</b> (a) Signs of readiness to change  (a) Three scenarios (1) Clear path (2) Several obvious paths (3) Creating a path  (c) Avoid <u>staff's</u> "relapse" back to <i>control</i>
■ <b>Focusing</b>	
■ <b>Evoking</b>	
■ <b>Planning</b>	




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### The Method of MI

Behavior change is assisted across  
*Four Processes*

<b>Plan</b> When? How?	
<b>Evoke</b>	Reasons for change
<b>Focus</b>	Horizon – Direction
<b>Engage</b>	Productive Relationship

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- (1) Change Talk
- (2) Ambivalence
- (3) Discrepancy

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## Change Talk

Any speech that favors movement in the direction of change

**I want to be healthy...**  
(approach)

**I can't stand this anymore...**  
(avoidance)

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## Change Talk

Change talk is the compass

- What we tune our ear to...



Of all the things the person tells you, what is it you want to reflect?

If you don't know the target, you won't know the change talk!

Client-centered piece / Directional piece

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"ambivalence"

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Video (3 min): Interview with Karen  
about managing her rheumatoid arthritis

- (1) This is not an example of MI.
- (2) Karen will be pushed to change at the end, \*please note her language in reaction.
- (3) Consider how Karen might be feeling when this short interview ends.

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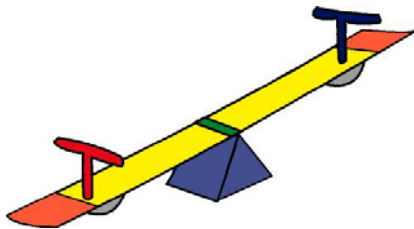
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Psychological Reactance

■ Decisional Balance



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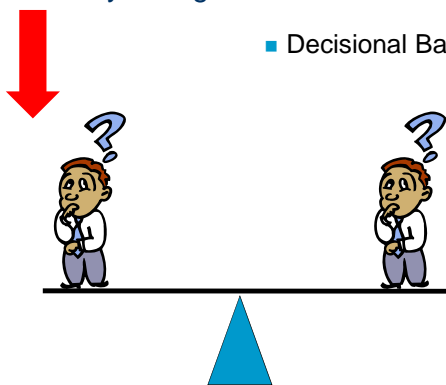
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Psychological Reactance

■ Decisional Balance



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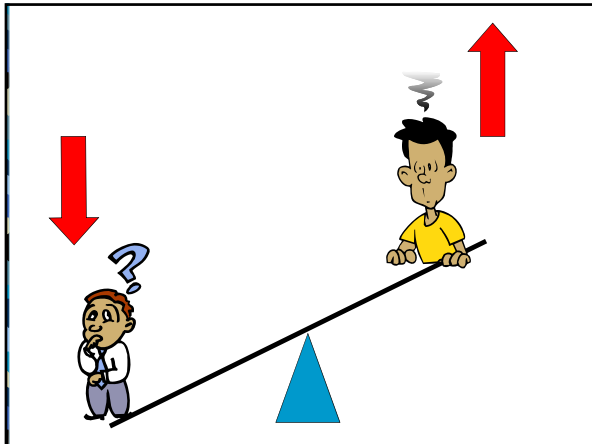
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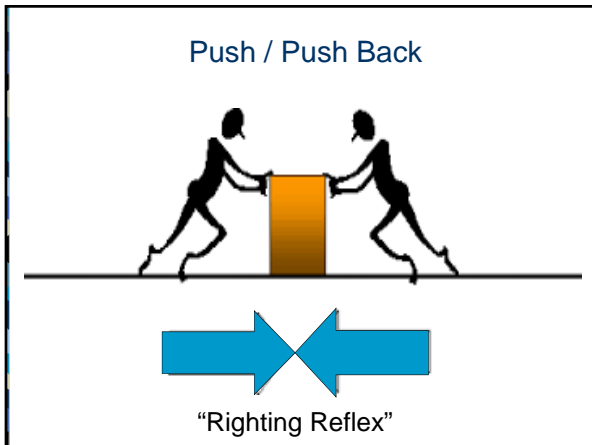
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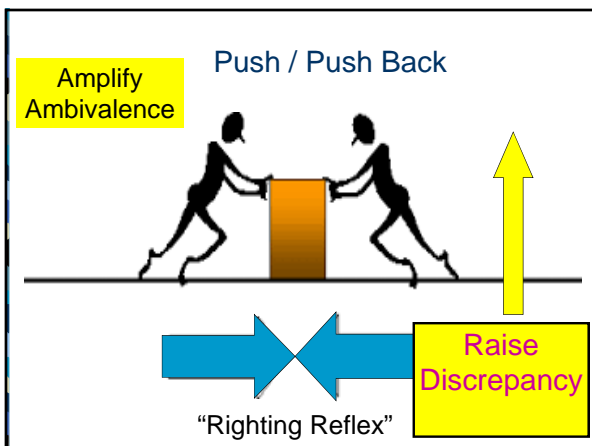
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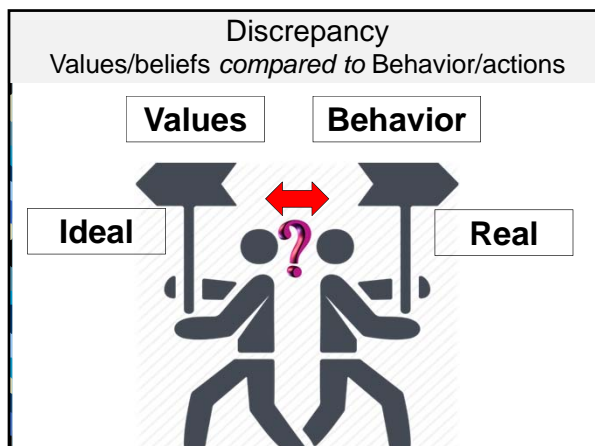
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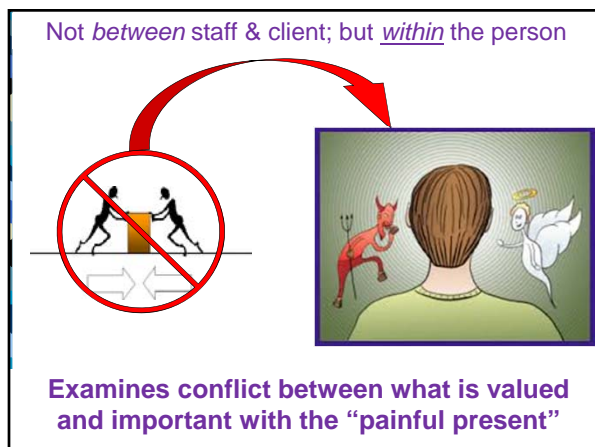
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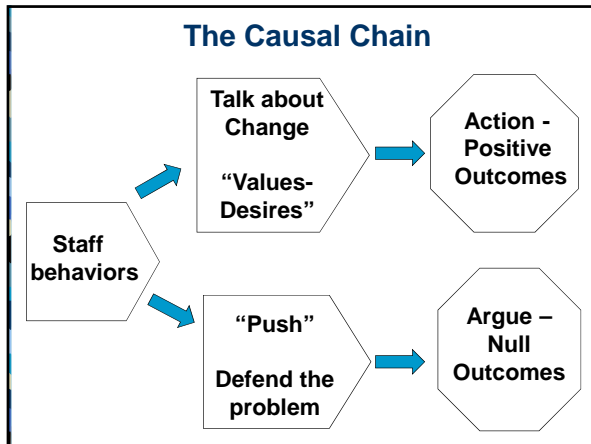
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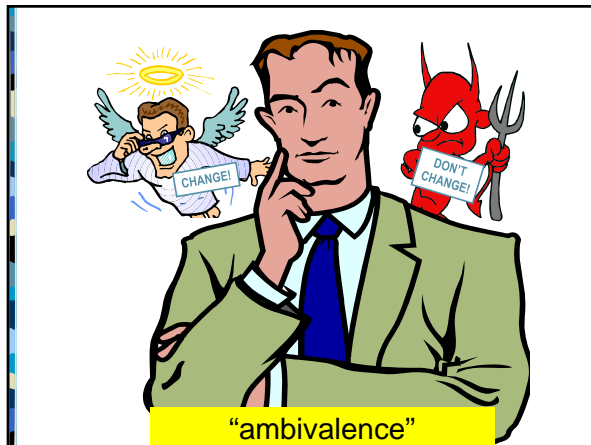
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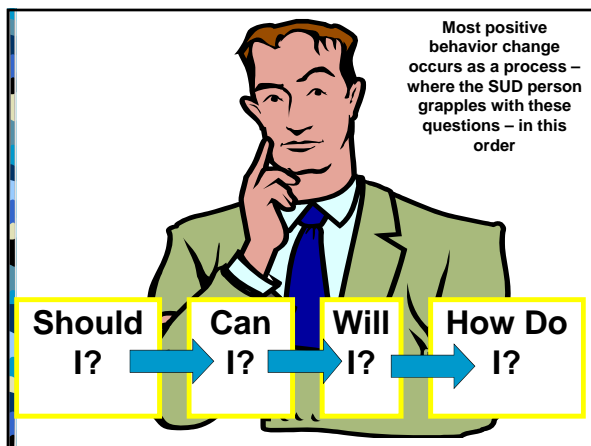
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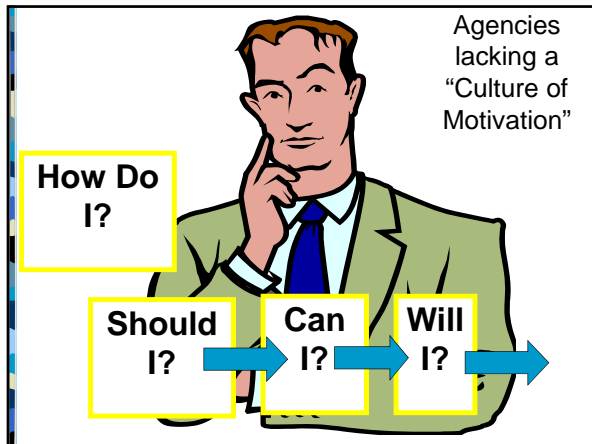
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### 3 Motivational Constructs

- **Why** should I do it?
  - (Importance)
- **How** would/can I do it?
  - (Confidence)
- **When** should I do it?
  - (Readiness)

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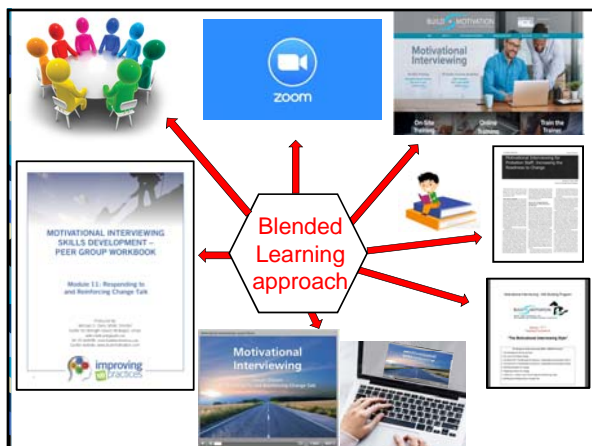
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## **ADDITIONAL RESOURCES**

### **Motivational Interviewing for Treatment Providers**

Center for Strength-Based Strategies  
(A Michigan-based technical assistance group)  
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Website: [www.buildmotivation.com](http://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**

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- 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.

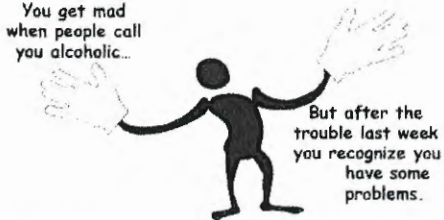
*"So you don't have any problems, no problems at all."*

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
<b>"Premature Focus Trap"</b>  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>
<b>"Confrontational-Denial Trap"</b>  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>
<b>"The Labeling Trap"</b>  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>
<b>"The Blaming Trap"</b>  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>
<b>"The Expert Trap:"</b>  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>
<b>"The Question-Answer Trap"</b>	<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

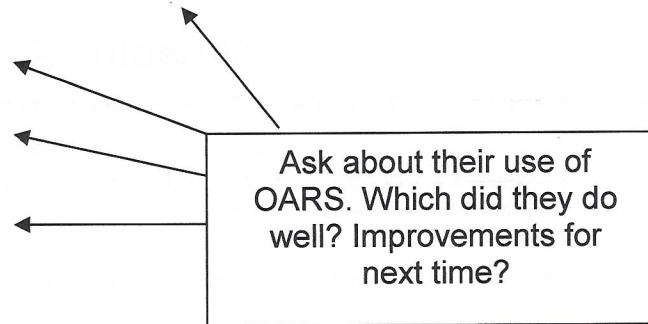
(Ask staff: What's the target behavior for change?)



Did they allow  
the client to ...



**O**pen-Ended Questions  
**A**ffirmation  
**R**eflection  
**S**ummarize



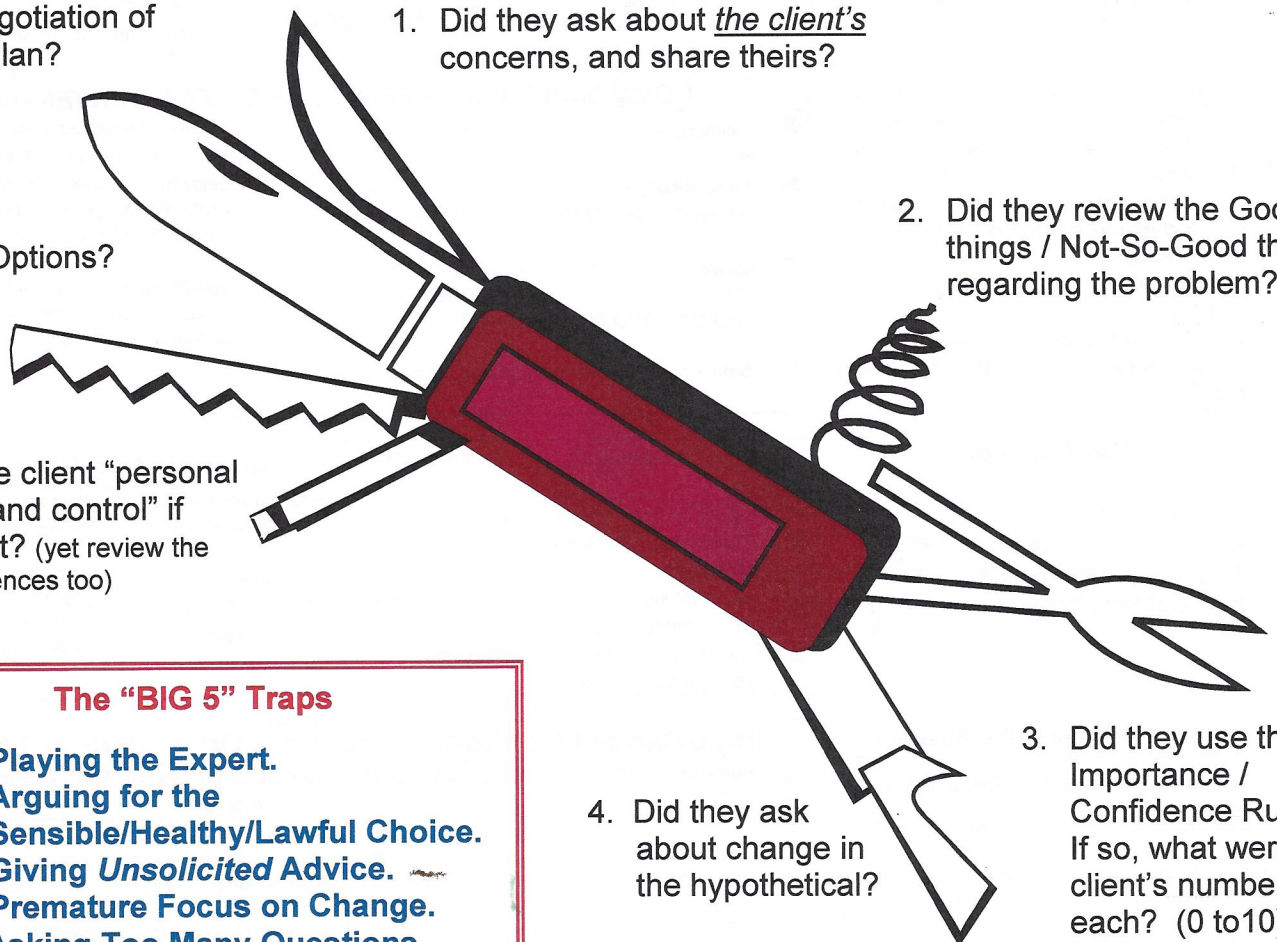
7. Negotiation of  
a plan?

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

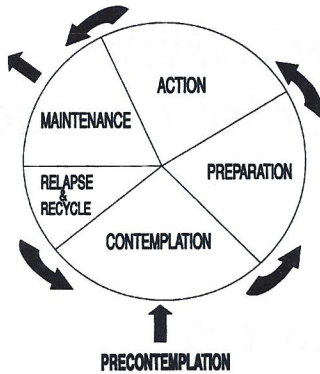
1. **Playing the Expert.**
2. **Arguing for the Sensible/Healthy/Lawful Choice.**
3. **Giving *Unsolicited* Advice.**
4. **Premature Focus on Change.**
5. **Asking Too Many Questions.**

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	<b>Pre-contemplation</b>	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.	<b>Contemplation</b>	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.	<b>Preparation</b>	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.	<b>Action</b>	Engage in plan Review often & reinforce change
The individual consolidates the changes and integrates it into his or her lifestyle.	<b>Maintenance</b>	Support changes / Relapse prevention (Ready them for the speed-bumps)

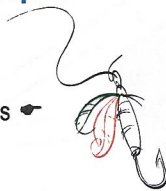
**CHANGE TALK / D.A.R.N. C.A.T.S.**  
 D - Desire (I want to, prefer, wish)  
 A - Ability (I can, able, could, possible)  
 R - Reason (I should, "why do it?")  
 N - Need (I must, importance, "got to!")  
 C - Commitment (Intention) (What intend to do?)  
 A - Activation (Readiness) (What ready to 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

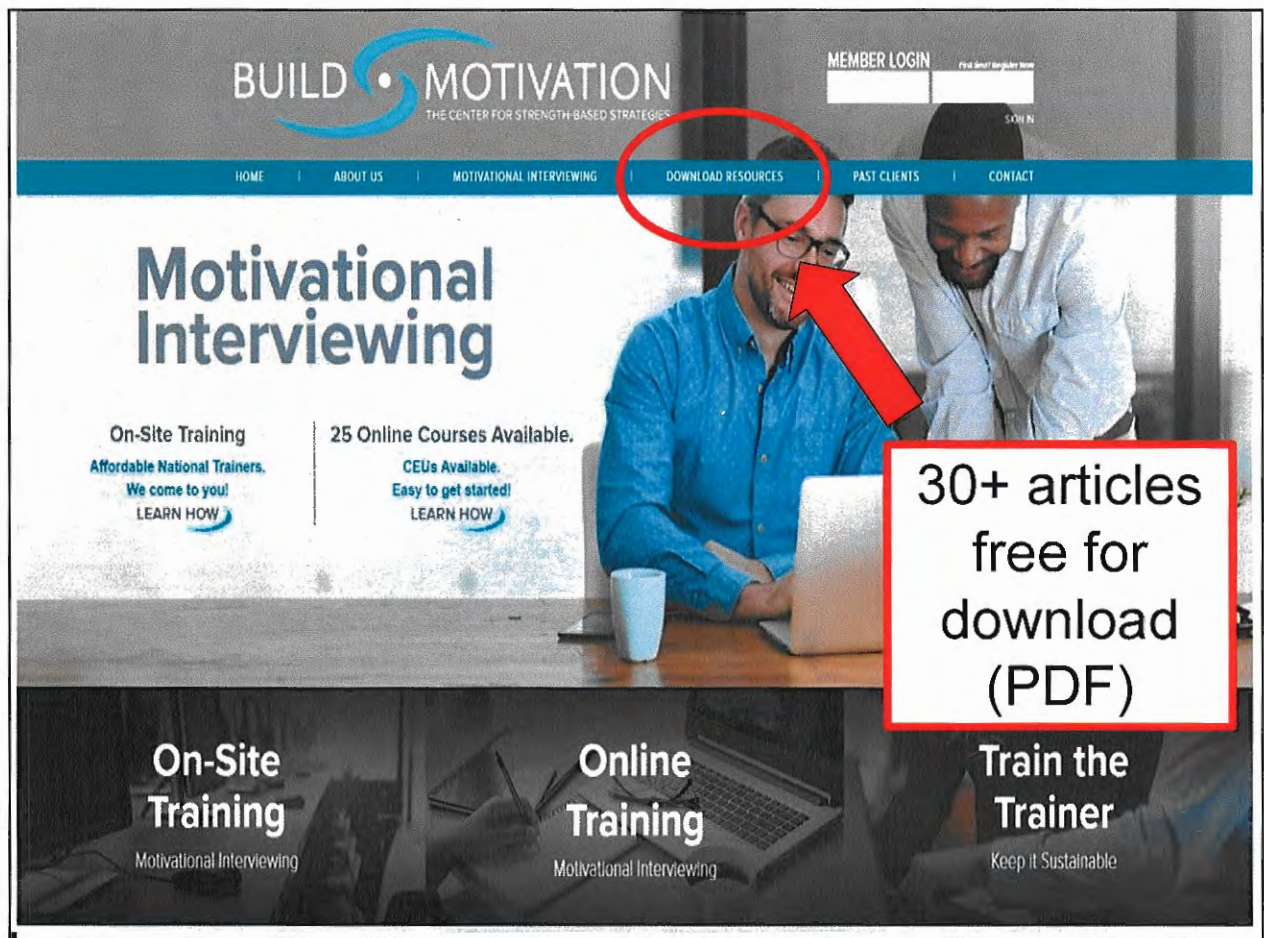
What are some of the Good things about ....?	What are some of the Not-So-Good things about .....
Social interactions....	Hangovers.....
Fit in with friends....	Cost money.....
Helps me relax.....	Girlfriend nags....
Quenches thirst ....	Legal problems...

## 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 <b>important</b> is it for you to make a change in your..... ?	How <b>confident</b> 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. <b>What else? ... What else?...</b>	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?



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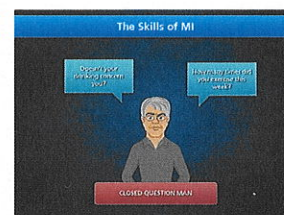
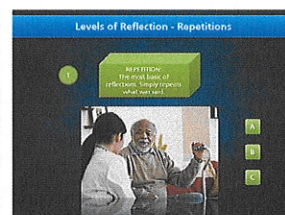
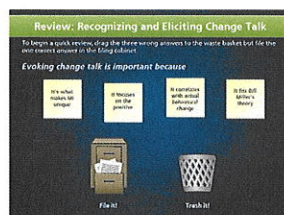
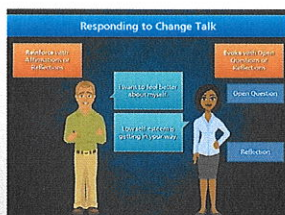
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New Zealand Office of Children, Youth and Family (CYF), Wellington, NZ

American Probation & Parole Association - (APPA)

Northwest Frontier Addiction Technology Transfer Center - Portland, Oregon

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Correctional Services of Canada

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Michigan Association of Mental Health Boards (MACMHB)

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

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Native American Alliance Foundation, Albuquerque, New Mexico

Robert Woods Johnson Foundation - "Reclaiming Futures"

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- **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.

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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 <i>Walk Together - Towards the Same Destination</i>
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*.



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