



**MISSOURI DEPARTMENT OF CORRECTIONS
TRAINING ACADEMY
LESSON PLAN**

COURSE TITLE:	Inservice
CLASS TITLE:	Motivational Interviewing – Practitioner
MODULE TITLE:	Motivational Interviewing - Practitioner

PROGRAM OVERVIEW

The practice of motivational interviewing (MI) has gained ground in recent years as an effective best practice for the criminal justice field. It has long been utilized with success in the field of substance abuse. In 2008 the MRP Leadership Team researched the benefits of MI, and prescribed its use in the department’s new case management protocol. This course has been designed to meet the needs of Missouri’s case management team members in their interactions and interviews with offenders.

PARAMETERS

Date: May 2008

Credit Hours: 16

Target Audience:

Case Management Team members

Number of Participants: 24

Required Training Space:

Large classroom

PERFORMANCE OBJECTIVES

EVALUATION TECHNIQUE

At the conclusion of this lesson, participants will:

Evaluation techniques utilized by the trainer(s) to determine if the performance objectives have been met.

1. Using an example of change talk, create a preceding statement and determine its affect on the offender’s readiness for change;
2. Using a role play demonstrate interview techniques adhering to the four basic principles of Motivational Interviewing;
3. Using resistance statements formulate a reflection that meets MI principles;
4. Using a list of questions differentiate between open- and closed-ended questions;
5. Using closed-ended questions explore its use during MI;
6. Using EARS develop reflecting statements guiding the direction of the interview to affect change talk; and
7. Using video clips, compare and contrast MI techniques.

1. Participant feedback
2. Trainer’s observation
3. Processing questions
4. Group interactions

REQUIRED MATERIALS/EQUIPMENT/SUPPLIES/NEEDED

	<i>Overheads</i>	X	<i>Projector Screen</i>
	<i>Overhead Projector</i>	X	<i>Computer & LCD</i>
X	<i>Slide Show</i>		<i>Television(s)</i>
X	<i>VCR/DVD Player</i>		<i>Video Camera</i>
	<i>Posters</i>	X	<i>Masking Tape</i>
X	<i>Markers</i>	X	<i>Easel Pads & Stands</i>

Videotapes:

DVD: National Institute of Corrections. NIC Video: Two Probation Officer/Offender Contact Sessions. National Institute of Corrections, 2450 Central Ave., Suite A1, Boulder, CO 80301, (303)544-9876.

VIDEO: Interview with 'The Rounder,' Interview with 'Mrs. Brown'. Motivational Interviewing Professional Training Videotape Series, William R. Miller, Stephen C. Rollnick and Theresa B. Moyers, The University of New Mexico, Albuquerque, New Mexico

Other:**STUDENT HANDOUTS****Title:**

Student manual

INSTRUCTIONAL STRATEGIES

Lecture, group analysis, case study, role play; modeling

REFERENCE(S)

The following books and / or materials were used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively present this module.

TITLE

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1. Motivating Offenders to Change: A Guide for Probation and Parole, U.S. Dept. of Justice, National Institute of Corrections, June 2007. NIC Accession Number 022253

4.

2. Motivational Interviewing: Preparing People for Change, William R. Miller and Stephen Rollnick, Second Edition, Guilford Press, New York, 2002.

5.

6.

3. Rollnick and Miller, Behavioral and Cognitive Psychotherapy, 1995.

Prerequisite Training/Certification:

Curriculum Prepared by: David Nelson, Reentry Training Coordinator

Curriculum Content Approved by: David Nelson, Reentry Training Coordinator

Date Approved

Curriculum Design Approved by: Ed Yahnig, Curriculum Development Manager

Date Approved

Original/Revision Date

Design Notes:

Original Date: May 2008

Revision Date:

Revision Date:

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ANTICIPATORY SET

The Missouri Department of Corrections has encountered a shift in its philosophy in recent years. Although the department's mission remains unchanged – with an emphasis on public safety – today's efforts are focused as much on keeping the offenders 'out' of the penitentiary as they are on keeping the offenders 'in.' This has created a stark contrast. On the one side we are charged with protecting the public safety and all that entails. On the other, we have become responsible for rehabilitating offenders and keeping them on the path of productive, tax-paying and law-abiding citizens upon their release from incarceration.

One promising evidence-based practice showing positive results in the corrections field is motivational interviewing. MI was first developed and has seen great success in the field of substance abuse treatment. According to a publication from the National Institute of Corrections, "The principle behind MI is that by listening to offenders and following up on the positive aspects of their speech and thinking corrections professionals can help increase offenders' motivation to make positive changes in their lives that will reduce their likelihood of reoffending."

This is the underlying philosophy of MI: the interviewer must have a goal in mind – **a goal of directed change**. If you don't have that goal for change, then you're just talking to the offender. This training is designed to help you assist the offender in setting and achieving that goal.

Ask Participants: How might an increased motivation for change from the offender benefit us in our jobs?

Possible Response: The offender will be more involved in making changes in their lives, it will be less forced upon them by us as they want it to happen, an internal decision for change is more beneficial than having change forced upon them

This training has been designed so that, over the next two days, you will be provided with an understanding of the principles of motivational interviewing along with practical application. MI is not about forcing change, but about encouraging the use of self perception and open-ended questions to generate the desire for change within the individual being interviewed.

With that in mind, our performance objectives for this training are:

1. Using an example of change talk identify a preceding statement and analyze its affect on the offender's readiness for change;



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2. Using a role play demonstrate an offender interview utilizing the four basic principles of Motivational Interviewing;
3. Using resistance statements formulate a reflection that meets MI principles;
4. Using a list of questions differentiate between open- and closed-ended questions;
5. Using closed-ended questions explore its use during MI;
6. Using EARS develop reflecting statements to guide the direction of the interview; and
7. Using video clips, compare and contrast MI techniques.

Group Exercise

Trainer's Note: The purpose of this exercise is for the class participants to recognize that they each have different expectations of this material, and different readiness, or commitments, to begin utilizing it. An aversion to change is to be expected and this exercise will help to overcome that aversion. Describe to the class that you have placed a large ruler on the floor (either at the front or along the back of the classroom, or up an aisle or otherwise empty space). One end is zero, the other, 10. The class participants are to physically go and stand at the spot on the ruler that corresponds with their answer to the question you ask. If the group is large enough, have them stand in two rows along each side of the imaginary ruler. Once they have decided their placement, the trainer should circulate up and down the line, asking participants to verbalize their placement on the line, and why they chose the space they did. Allow 15-20 minutes.

As we begin today's activities, it is important that we have an honest perception of our readiness for change. At the conclusion of this training you will have a new skill set for working with offenders. You may be surprised to realize that this skill set is not totally different than the one you are already using in your interactions with offenders. You may discover that you are simply using existing skills in a different manner.

To gauge our readiness, I want you to envision that I have placed a large ruler across the classroom. One end of the ruler is "0" and the other end is "10."

I am going to ask you a question, and based on your response, I want you to go and stand at the place on our ruler that corresponds with your answer. The "0" represents that you are not at all sure, and are doubtful whereas the "10" will indicate that you are very sure.

My question for you is:

How confident are you that you are going to be able to learn motivational interviewing and use it in your work?

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Remember, if you feel you are not at all sure, or have doubts, you need to go and stand near the “zero” end of our line. If you feel very sure that you will use it, then you need to stand at the “10.”

Walk up and down the line, asking random participants why they are standing where they are.

Why have you chosen the number that you did? There is no ‘right’ or ‘wrong’ answer. Some have chosen low because they like the mode of reality therapy currently in use by the department. Some have chosen high numbers because they are excited about being able to learn and utilize a new skill set.

Please return to your seats. I appreciate the candor in the comments you have shared. Motivational interviewing is new to the corrections field, but has an established record of success with substance abuse treatment scenarios. Considering that over 80 percent of our Missouri offenders have a substance abuse history in their background, I think we can safely say that this method has a track record of success that could benefit at least 80 percent of our offenders.

A lot of motivational interviewing relies upon the listening skills of the user. It is through careful listening to what the offender tells us, and building upon those cues, that we can begin to build success. In this next guided practice, I want you to assume the role of the interviewer or the interviewee.

INSTRUCTIONAL INPUT

Group Exercise

In each of your teams, pick a topic that is of some importance to the speaker. The topic is not as important as discovering what you say when someone is really listening to you.

As the speaker, identify ‘a topic of change,’ that is something about yourself that you want to change, need to change; should change; and have been thinking about changing, but haven’t changed yet. The key is for it to be something you are ambivalent about. Something you want to do, but just haven’t got around to it yet. The topic could be flossing your teeth regularly, listening better, changing your nail polish every day or going camping more with your children.

As the listener, I want you to listen carefully to the speaker. Your goal is to understand their dilemma. As the listener you are to give NO advice, but to ask these four open ended questions:



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1. Why would you want to make this change?
2. How might you go about it, in order to succeed?
3. What are the best reasons to do it? And
4. On a scale of 1 to 10, how important would you say it is for you to make this change?
 - a. Follow this up by asking, "And why are you at ____ and not zero?"

As we break into groups of two, I will allow approximately 5 minutes for this activity, and then I want you to switch roles and take turns being the speaker and the listener.

Trainer Note: Allow 15 minutes for this activity.

After the time for this activity has passed, bring the group back together and ask for their comments on the activity.

Ask Participants: What was it like to be the listener?

Possible Responses: couldn't make suggestions. Couldn't give affirmations; I'm used to doing the talking.

Ask Participants: What was it like to be the speaker?

Possible responses: felt a lot of pressure; felt good to be listened to; if my partner didn't talk, it made me want to say more; I felt exposed; I felt vulnerable.

These are common responses. It is surprising what we say sometimes when someone is really listening to us. There are a number of common reactions people identify when they feel they are being really listened to. Those feelings include: being understood, being open, liking the counselor, able to change, safe, empowered and comfortable.

Often times in our roles as law enforcement professionals we take a directing role. We give directions, provide rules and order. Our environment is built upon structure. Motivational interviewing, on the other hand, is built upon the internal desire for change. We can't force change to happen. We can't come up with all the answers all of the time. As William R. Miller explains in his book: we tell our offenders they can't leave the county, for example, when in actuality, they can. We both realize that they can do whatever they please, but if they make wrong choices they may have to face the penalties that come with those choices.



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Miller compares this interviewing relationship with the offender as more of a dance than a wrestling match. Someone has to take the lead to reach the desired outcome. It is a sometimes complicated dance, but much more involved than two people simply having a conversation.

Motivational interviewing is defined as:

A person-centered, goal-directed method of communication for enhancing intrinsic motivation to change by exploring and resolving ambivalence.

It is something to be learned over time as the principles are learned, practiced and eventually, mastered. It is not a lunchroom topic that you will be proficient at by the end of the day. In addition to being the motivator from the outside, we also have to be able to turn up the desire from within for the client to be the motivator from the inside.

We don't have a lot of time. Our schedules are full of daily duties that must be completed on time and on schedule. As we don't have a lot of time, we have to maximize what time we do get with the offenders. We have to do more than just give advice. Telling the offender what to do just doesn't get much accomplished.

Look at it another way: If you were to go somewhere, or to another country on vacation, you would hire a guide. That guide doesn't boss you around and tell you what to do or even tell you where to go. That guide considers your abilities and desires of what you want to accomplish while you are on your trip. The guide is there to help you make the journey that you want to make. You will use their experience to get you to where you want to be. That guide will point out the problems you will encounter along the way (i.e. don't swim there, don't drink the water, etc.) and the benefits of being where you are (stop to take some pictures here, at this time of year you want to do this).

With MI, you will be this guide to motivating the offender to change. You will point out the pitfalls of poor decisions, and the problems encountered by not complying with your directives. The offender, like the vacationer in my example, will ultimately make the decisions.

Note that this is no different than it is now. Motivational interviewing is not changing the reason we contact the offender, nor is it changing the offender's need. What it does change, however, is the process. Instead of us telling the offender what to do, we listen for the offender to express a need for change, and then we capitalize upon it.



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Rollnick and Miller (Behavioral and Cognitive Psychotherapy, 1995) identified three major aspects of the successful motivational interview: collaborative, evocative and autonomous.

Collaborative – Not authoritative, but a partnership. Envision two people sitting on a couch and looking at a photo album. One explains and describes, the other listens and asks for explanation when necessary.

Ask participants; Why would collaborative statements be part of a successful motivational interview?

Possible response: It sets the interview up as a ‘team’ approach as opposed to one giving orders and one just listening; it is not one person ordering another what to do, it is not overly authoritative

Evocative – Not “I have what you need.” But “You have what you need, and I am going to help you find it.” Everyone is motivated. There is a part of them that wants to change.

Ask Participants: Why would evocative statements be part of a successful motivational interview?

Possible response: it promotes self-discovery, offender sees problems through their own eyes, as opposed to being told about them and what they are

Autonomous – Everyone has a choice. Even in the Nazi concentration camps, survivors said the only thing the Nazi’s could not take control of was their thoughts and what they could think.

Ask Participants: Why would this be part of a successful motivational interview?

Possible Response: Both staff and offender need to understand that no matter what we say, the outcome of whether the offender changes is up to the offender

Motivational interviewing acknowledges that the choice is there and respects their ability to make that choice. The more the interviewer shows the spirit and principles of MI, the more positive the outcome of the encounter.

Four basic principles are identified for effective motivational interviewing:



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1. Focus on understanding the dilemma (ambivalence)
2. Don't be the one arguing for change
3. Evoke the offender's own arguments for change
4. Encourage a realistic belief that change is possible

Video Review

Now that we have had this introduction to Motivational Interviewing, I'd like you to take a look at two video clips. They depict typical interactions that interviewers could expect to occur. As you view these clips, I want you to be aware of the content of the interaction – that is the 'what' that is being said, and also the 'how' the interviewer obtains the information.

Note to Trainer: Show segment of interview with Mrs. Brown. Cue the DVD to _____ and view for _____ minutes. This video is from the 'Motivational Interviewing Professional Training' DVD (1998). Cue the DVD to: Disc #2, Tape D, Part 4 of 6, Chapter 4. The segment runs approximately five minutes.

Ask Participants: What do you see taking place in this session?

Desired answers: Avoids eye contact with the interviewer by constantly looking over her shoulder and away from the interviewer, expresses frustration and asks 'Have I done anything wrong?' The interviewer asks 'What do you know about...?' instead of just telling her; is encouraging: 'if you stop drinking at any point of your pregnancy it is beneficial to your baby'; acknowledges the subject's difficulties ('that's hard for you to do, you're feeling overwhelmed?') and ends the interview with a double-sided reflection, saying '...alcohol takes the edge off and it helps you to cope.'

The interviewer attempts to express empathy, develop discrepancy, roll with resistance and support self-efficacy. (Self efficacy is defined as people's beliefs about their capabilities).

Note to Trainer: Show segment of interview with the Rounder. Cue the DVD to _____ and view for _____ minutes. This video is from the 'Motivational Interviewing Professional Training' DVD (1998). Cue the DVD to: Disc #1, Tape C, part 3 of 5, Chapter 3.

Ask Participants: What do you see taking place in this session?

Desired answers: The interviewer takes the question statements of the interviewee and turns them into a question by changing the inflection of the voice. This re-affirms the interviewee's point of view while inviting further comments. This also provides autonomy and builds involvement from the subject.



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This re-affirmation of point-of-view deals with the transfer of knowledge. We realize that we cannot force knowledge into someone's brain. The brain has to reach out and pull it in. As Miller puts it, 'Sometimes we don't have time to be in a hurry.' Successful motivational interviewers realize that, while not hurrying, you have to provide a continued push toward the positive while not allowing time for negative thoughts to interfere.

It's about much more than just being nice. You must push for change, for change to occur. Keeping a forward motion in mind that will benefit the interviewee.

Principle #1 Focus on understanding the dilemma (ambivalence)

Our first basic principle of effective motivational interviewing is: focus on understanding the dilemma. For us to be able to understand the dilemma, we must have a good set of interviewing skills to utilize with the offender. One set of these skills, can be remembered with a pneumonic device called:

OARS

Motivational interviewing builds upon a skill set involving client-centered interviewing skills. These skills revolve around a four-part process that can be summed up with the acronym OARS.

O - Open Questions

A - Affirm

R - Reflect

S - Summarize

The **O-Open Questions** dwells within the type of questions asked.

To achieve the O, we must utilize questions that are open-ended. Those are questions that require some insight or thought in the answer, and cannot be answered by a simple 'yes' or 'no' comment.

For example, the questions 'Did you drink this week?' and 'What do you plan to do: quit, cut down, or keep smoking?' are closed-ended questions, as they limit the answering options of the interviewee.

However, the questions 'What would you like from treatment?' or 'If you were to quit, how would you do it?' are open-ended questions as they encourage



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the interviewee to talk and leave a broad latitude for response. They do not invite a quick, short answer.

GUIDED PRACTICE

Individually, take a look at the following list of questions in your student manual (page ____) and identify which are open ended and which are closed-ended. Allow 5 – 10 minutes for completion.



Question	Open	Closed
What would you like from treatment?	X	
Was your family religious?		X
Tell me about your drinking; what are the good things and the not-so-good things about it?	X	
If you were to quit, how would you do it?	X	
When is your court date?		X
What would you like from treatment?	X	
What is your address?		X
Don't you think it is time for a change?		X
What do you think would be better for you: AA or Women for Sobriety?	X	
What do you think about cocaine?	X	
What do you already know about buprenorphine?	X	
Is this an open question?		X
What do you like about drinking?	X	
Isn't it important for you to have meaning in your life?		X
What do you think brought you here today?	X	
Have you ever thought about walking to get rid of stress?		X
Will you try this for a week?		X
On a scale of 1-10 how confident are you that you can quit?	X	
Do you care about your health?		X
Do you want to stay in your relationship?		X

Trainer's Note: The correct answers are as noted in the lesson plan, above. Allow students time to complete this exercise in their manuals and then go over it with them, ensuring they have the correct answers. Explain that closed questions can be answered with a simple 'yes' or 'no' or other short, brief answer. These typically require very little thought on the part of the person providing the answers. Open questions, on the other hand, require some thought. It is this thought process that involves the interviewee.

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A-affirm

Motivational interviewing seeks to use fewer closed questions. The goal is to get the interviewee to figure out something about themselves. Your assessment of them will be of limited value if you are trying to force the person to change. Remember, they may not be completely honest in the information they provide, but you can still build a motivation for change via a use of questions that are both evocative and open ended. The use of too many closed or fact-gathering questions can become problematic.

In addition to evocative statements, evocative questions will encourage the interviewee to explore their own feelings and beliefs. When used successfully, the interviewer may even be surprised by the answer. Here, the term 'evocative' refers to getting more information from the offender.

Fact-gathering questions search for specific bits of information and are more commonly used for assessment. Use of these will discourage self-exploration as the offender searches for the 'right' answer – the answer they think you desire.

Note to Trainer: Model examples of the following guidelines. Participants will practice these in next guided practice.

Guidelines utilized by successful practitioners include:

- **asking fewer questions** (i.e. if the interviewer asks too many questions, it comes across more as a interrogation than an interview)
- **don't ask three questions in a row** (i.e. try to have a reflective statement, or a brief summary of what has been said to break up the pattern)
- **ask more open than closed questions** (we'll talk more about these two types of questions, and their importance to motivational interviewing later)
- **offer two reflections for each question asked** (i.e. 'Do you think quitting smoking crack would be of benefit?' Offender answers: 'No, I don't have a crack conviction I was arrested for stealing.' First reflection: 'You don't see a connection between your drug use and your criminal acts?' Offender answers: 'Nope, I was shoplifting when they arrested me, not smoking the pipe.' Second reflection; 'You like smoking crack and you don't think you'd have more money to spend on items at the store if you hadn't spent it all on drugs.'

Ask Participants: What might happen in the interview if these guidelines are not followed?



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Possible Responses: the more the interviewer talks, the less opportunity for the offender to respond, if too many questions are asked the offender may tend to 'tune out' of the process, closed questions do not gather the necessary information, improper reflections can appear staged or uncaring.

The A-affirm dwells within the style of questions asked.

In this way, affirmations emphasize a strength and positive action. They should be genuine and express a positive regard and empathy (remember, we can empathize with the offender!) This will actually strengthen the therapeutic relationship we develop with the offender. Affirmations could include:

Note to Trainer: Model examples of the following guidelines. Participants will practice these in next guided practice.

- Commenting positively on an attribute
 - *You're a strong person, a real survivor*
- A statement of appreciation
 - *I appreciate your openness and honesty today*
- Catch the person doing something right
 - *Thanks for coming in today*
- A compliment
 - *I like the way you said that*
- An expression of hope, caring or support
 - *I hope this weekend goes well for you*

So far, we've looked at: O- open questions and A- affirmation of what has been said. During this process, we must also be prepared to meet resistance from the offenders we are interviewing. Under the practice of motivational interviewing, this resistance is reflected.

The **R-reflect** addresses the ability to deal with the interviewee's resistance.

This is most effective by meeting it with non-resistance. In this manner, you will be able to reflect the resistance away from the interview. It is much better to acknowledge the person's resistance (or disagreement, or their perception) and allow this to permit further exploration into the topic than to meet it head on with increased resistance from the interviewer.



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Note to Trainer: Model examples of the following guidelines. Participants will practice these in next guided practice.

Miller and Rollnick provide the following examples:

Offender: I'm trying! If you would just get off my back, I could focus on getting my life in order.

Interviewer: You're working hard on the changes you need to make.

Or

Interviewer: It's frustrating to have a probation officer looking over your shoulder.

Offender: Who are you to be giving me advice? What do you know about drugs? You've probably never even smoked a joint!

Interviewer: It's hard to imagine how I could possibly understand.

Or

Interviewer: sounds like you're pretty angry at me.

In doing this you are not arguing with the offender about the point she is making, nor are you taking the bait. Often times these types of resistance statements are used by the offender to divert the progress of the interview.

It almost seems as if the interview is left hanging and unfinished. The pause, or silence that follows is beneficial. It may be awkward. That's okay. Let the silence run for a moment. Typically the offender will be made uncomfortable by this silence and say something beneficial to the change process. If not, then move on to the next topic of your interview.

You can see that by utilizing these types of reflections, the offenders frustration is reflected away from the supervision issue and back inward, toward the offender. In this way, the focus of the interview – the offender and the need for change remains intact. To further emphasize the need for reflection, I want to put you into groups of three for this next exercise.

GUIDED PRACTICE

Trainer's Note: This exercise, incorporating the OARS techniques that have been discussed, is designed to accomplish two things: one is to provide experience asking questions, and the second is to encounter the problem that closed questions create. The trainer should provide an example of this by having three students come and sit in front of the group. Have them assume the roles you will be describing (below). The trainer should



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assist this small group as they model the interaction for the group. Allow the students time to become comfortable in their roles, but provide ample guidance to keep the process on track. Allow 20 minutes for this to occur.

Instructions: You're going to be separated into triads where one of you will be in the role of interviewee, the other two as interviewer and observer. These roles will switch interchangeably throughout the exercise so that each interacts as an interviewee, an observer and as an interviewer. During the observer's time as observer, the observer will do just that, observe only – they do not interject their thoughts.

The observer should look to see that the techniques are practiced correctly, discern the type of information transferred between the interviewer and the interviewee, and note whether the transformation is beneficial to the interviewer.

Once the first role play is complete you need to switch roles until all of you have experienced each of the roles. The interviewee is to utilize the stem phrase;

“Something you should know about me is that I am _____”

The interviewers are to only utilize closed questions. I can provide an example. If I were to use the stem phrase, ‘Something you should know about me is that I am good with my hands.’

You could then ask the closed questions:

- Do you mean that you play an instrument?
- Do you mean that you paint?
- Do you mean that you are a writer?
- Do you mean that you are a sculptor?
- Do you mean that you type well?
- Do you mean that you like to work with your hands?
- Do you mean that like to keep busy?
- Do you mean that you like to knit?

Trainer's Note: Other examples, and possible questions, could include: I am important – do you mean that you are the boss, that you are a supervisor, that you are in a position of authority over others; or, I like the outdoors – do you mean that you like camping, that you are a Girl Scout that you like to hike, etc. After providing a few examples, and have put them into their groups of three, ask them to begin. They do not need time to prepare their questions ahead of time, as just as in the interview process, they will need to be able to formulate their questions as the interview progresses. This could be problematic for the students, so be prepared to provide lots of positive feedback to them. Their confidence will build as the exercise progresses.



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Ask Participants: What kind of assumptions are you able to form about me with the information you just collected?

Possible Responses: Not much of one at all, hard to get anywhere when you are only getting yes or no answers, not a lot, seemed like a waste of time, don't know much more than I started with, couldn't gain a lot of information using only closed questions

This is not motivational interviewing. This is not even good reflection. This is, quite simply making a guess to determine what it is you think I wanted. For motivational interviewing to be effective, you need to practice these skills to get better about making a hypothesis. By doing this, you will be better able to figure out the meaning that comes from that person's words to develop a good reflective statement.

What was going on in your minds while you were asking the questions in this exercise? Even though 'yes' will sometimes open doors and 'no' will sometimes close them, neither will get you very far in collecting the information that you need. You couldn't pull out the information from the interviewee and develop that information because you were limited by that one word answer. This leaves the door wide open for our personal biases and prejudices to jump in and fill the gaps with stereotypes. This was really nothing more than a fishing expedition. You can't get the info you need if you are limited by one-word answers.

Ask participants: What did you learn from this?

Possible responses: I was able to learn much more about my 'offender,' I have a pretty good idea of what they wanted me to learn about them; I was able to get some good information.

Ask Participants: What did this exercise illustrate about the interview process?

Possible Responses: This exercise showed how the questions we ask have a direct affect on the information we collect. It showed how difficult it is to develop a hypothesis when your information gathering is limited to yes/no or short answers. It is very difficult, almost impossible, to figure out the meaning that comes from that person's words if they limit their responses by our very questions.

Now, another question for our participants, this time for the interviewees:



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Ask Participants: How did you feel when you were answering the closed questions in this exercise?

Possible answers: it drove me crazy, I wanted to just tell them the answer, I felt frustrated because you were not getting what I wanted you to get; kind of just gave up after a while because basically you didn't understand me

In a minute I will ask you to repeat this exercise, but with a different set of questions. These will be geared toward reflective statements. These statements, by their nature, will generally encourage people to say a little more. Reflections are statements rather than questions. These statements essentially make a guess about the interviewee's meaning. As you will discover, it is very easy to turn a question into a reflection.

INSTRUCTIONAL INPUT

Much of the success in utilizing reflection deals with the way in which you will be speaking to your interviewee, and the emphasis you place on the words you use. Consider these two sentences:

- “You’re **angry** with your mother?” – *read with an emphasis placed on the word ‘angry’*

And compare it to:

- “You’re angry with your **mother**.” – *read with an emphasis placed on the word ‘mother.’*

You have spoken the same words, and your interviewee has heard the same statement. The first sentence sounds accusatory, whereas the second sounds inquisitive. In this way, reflection works to encourage the speaker to say more, as opposed to being focused on the yes/no option of a closed question.

You can also form a reflective statement by removing the ‘question words’ of the statement, and adding a downward reflection of your voice at the end. For example:

Do you mean that you are a person who likes puzzles?

Instead becomes:

~~*Do you mean that*~~ *You are a person who likes puzzles.*



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By removing the question words 'Do you mean that' and changing your voice, you have created a reflective statement that will encourage more participation by the interview than the closed question it was previously. By reflecting in this manner, the offender will then have the opportunity to speak. That is the benefit of this technique – instead of stopping after the use of a closed question, it provokes further comment by the offender.

Simple reflection involves repetition of what the speaker says or a rephrasing of what you have heard, A more complex reflection involves paraphrasing what has been said, or could also be a reflection of feeling about what was just said.

Principle #2: Don't be the one arguing for change

Reflection is a tool to help with the second principle of motivational interviewing: Don't be the one arguing for change. If we argue for change we will not get the same positive result as if we have the offender decides to make the change herself. Reflection is a worthwhile skill to combat the tendency to argue for change. This next exercise will illustrate this.

Keep in mind that reflecting is NOT simply parroting back what the speaker has said. You should always maintain eye contact with the person you are talking to. Good reflective listening takes practice. The more you do it, the more you use these skills the better you will get at it.

The interviewee will help you to get better at reflective listening. Another key is to not be afraid of the silence. Use it to your advantage. Remember, the focus of motivational interviewing is not to 'get enough information to complete the report' but that 'I want to motivate my interviewee for change.

GUIDED PRACTICE

Trainer's Note: This is a very beneficial activity with attendees being able to develop beneficial reflective statements. Provide an example of this by having three students come and sit in front of the group. Have them assume the roles you will be describing (below). The trainer should assist this small group as they model the interaction for the class. As time allows, you can allow each group to rotate roles twice for additional skill building. Allow 15 – 20 minutes.

Now, I want you to practice these reflection skills. I want to break you into groups of three, again with an interviewee, interviewer and an observer. Once the questioner has asked 6 or 8 reflective statements, and you think you have an understanding of the speaker's meaning provide a short summary of how and why the speaker feels the way they do. Give the



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speaker a chance to respond. Then, rotate roles. Everyone should have the opportunity to practice as speaker, questioner and observer.

The topic for the speaker in this activity:

How I hope things will be different in my life five years from now.

As listeners, you are to respond only with reflective listening statements. These will typically begin 'You _____.'

A few samples could look something like this:

Speaker statement	Listener's possible reflective statements
How I hope things will be different in my life five years from now: my husband and I will have the house to ourselves.	You will have more leisure time to pursue your hobbies.
	You will gain a guest room for company to visit.
	You will no longer have college expenses affecting your budget.
	You will not have to alter your plans around school schedules and soccer practice.

Ask Participants: How did you feel when you were making reflective statements in this exercise?

Possible answers: it was more enjoyable, it didn't feel as intrusive or as interrogating, it felt more like a conversation

Be careful. It is possible to reflect too much. It makes people irritable if they think you are aren't leading them anywhere with your questions. The common problem is that reflection does not get used enough. If you have a 10-minute reflection for the 2-minute statement the interviewee just made, that's not reflection (that's a speech!).

That's the O- open questions; A- affirmation; and R- reflection. That leaves the S- summarize. We need to be able to take the information we receive from the offender and glean the important facts as they pertain to our role as a parole officer (or as a caseworker, or as a case manager working to complete a TAP).

INSTRUCTIONAL INPUT

Most of our job as criminal justice professionals is in making sure the offender does what the court is enforcing. You can use your discretion of time with the offender to help ensure they are motivated for change.



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Remember that MI is not the tool to be used to do an assessment of the offender or to determine supervision strategy. It is something to assist you with what you are doing. The earlier you can utilize MI in your interaction with the offender, the sooner you can utilize it to develop your rapport.

Some staff find using a sandwich technique to be beneficial: use motivational interviewing to develop rapport; then utilize close ended questions to complete the required assessment; then fall back on MI techniques to continue and motivate change. Each of us has to determine when to use MI and when to transition away from it, and then when to come back to it. By building a climate of change, you can fall back on these MI techniques throughout your supervision and interaction with the offender.

In this way, when you ask a question and the offender replies 'You've read my file, all that stuff is in there.' You can reply 'Yes, I have. But I'd rather hear it from you and get that information directly from you.'

The **S-summarize** serves to close the interaction with the offender. Summaries have three functions: to collect, to link and to utilize what has occurred to transition into a new task.

- **Collect** material that has been offered
 - *So far you've expressed concern about your children, getting a job, and finding a safer place to live.*
- **Link** something just said with something discussed earlier:
 - *That sounds a bit like what you told me about that lonely feeling you get*
- **Draw together** what has happened and transition to a new task:
 - *Before I ask you the questions I mentioned earlier, let me summarize what you have told me so far, and see if I've missed anything important. You came in because you were...*

Summaries like these can be used to end your interaction with the offender. They provide the opportunity for you to make sure of what you have heard the offender say, and they also provide closure for the offender to know what has occurred. If there are misunderstandings, or questions for clarification needed, they could be answered at this point of the interview.

Note to Trainer: The trainer will model this (summarizing) using the examples they have been using throughout the model.



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Each of the tips and techniques we have previously discussed may have been various elements of motivational interviewing, but they are not all that MI is about. For MI to be effective, the interviewer must have a goal in mind – a goal of **directed change**. If you don't have that goal for change, then you're just talking to the offender.

Your goal has to be to elicit, observe and capitalize on change talk. You need to develop a focus on one single target behavior. When you have an interaction with an offender it may become obvious that the offender has many problem areas that could be addressed (drug use, child support, employment, a need for counseling, etc.). You need to select and focus on one of those areas (you might choose a different one next time, of course) and focus on change talk directly related to that area. Elicit change talk statements about the selected behavior, and let comments on the others pass.

Motivational interviewing is different from other strategies in that it involves an intentional and deliberate effort to bring about change. It is a strategic use of reflection and summary to first elicit and then to build upon these statements from the offender.

Consider for example, the fact that we give offenders directives. Do they have to do what we say? Of course not. We tell the offender they have to attend a counseling session (if field supervised) or a program (if in the institution), but they can choose not to attend, can't they? IF they choose not to attend there are consequences. The offender has the choice of whether to attend, or not to attend and take the consequences.

Having said that, we also need to realize that MI is much more than just 'being nice' to the offenders. MI is creating a climate in which the offender says certain things, in certain ways, to reach our desired outcome.

Ask Participants: What are examples of change statements you have encountered in the workplace from the offenders?

Possible response: *I want to change; I can change; I have good reasons to change; I need to change; I will change; I see this as a problem; I am responsible for this problem; I am taking steps toward change*

Ask Participants: Do we see any common themes among those statements?

Possible responses: They indicate a willingness to change, they showed a commitment on behalf of the offender to change.



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When the motivational interviewer recognizes these statements, they can be built upon to increase the offender's own motivation for change and therefore increases the possibility the change will occur. Why? Because the offender made the statement, the interviewer recognized it and built upon it. Therefore, it is not the officer's idea to make the change, but the offender's.

Preparatory Language and Commitment Language

This can also be exemplified by comparing preparatory language to commitment language.

Preparatory language and/or preparatory statements contain such comments as **"I want to"** or **"I need to"** or **"I could"**.

Commitment language and/or commitment statements include **"I do"** or **"I can"** or **"I will"**.

Trainer's Note: Assign each table group one of the following statements: group 1 – "I want to"; group 2 - "I need to"; group 3 – "I could"; and group 4 – "I will." Tell the students that you are going to ask students in the room a question, and that when you point at them, they are to recite, out loud and in unison, the statement you just assigned them. Practice once or twice by pointing at the group and having them recite their statement. This activity is to illuminate the difference between preparatory statements and commitment statements.

Question #1:

You are standing in front of a large group of people, you are facing a minister or a priest. He asks 'will you promise to be faithful?' (Point to each group in rotation, have them speak out loud their assigned answer).

Question #2"

You are in a courtroom in front of a judge, who asks 'Do you promise to tell the truth, the whole truth and nothing but the truth?' (Point to each group in rotation, have them speak out loud their assigned answer).

Ask participants: Why is this commitment language so important?

Possible answer: It is important because people are better persuaded by reasons they themselves have discovered than from those which have come from the minds of, or been force upon them, by others.



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A direct quote:

'People are generally better persuaded by the reasons which they have themselves discovered than by those which have come in to the mind of others.'

-Blaise Pascal, 17th Century Philosopher

This use of commitment language also helps us to deal with the seemingly ever-present sense of ambivalence present in those we deal with every day. An ambivalent person chooses not to make a commitment as they see no benefit in it for them. This creates an atmosphere of 'so what?'

This **ambivalence** you may encounter can be effectively overcome by recognizing change statements and eliciting commitment language from the offender. One social science experiment involved a group of people who were ambivalent about the outcome of a presidential election.

In this experiment, half of the group were assigned to write a presidential speech about one candidate and deliver it to a group of people. The other half were assigned to write a speech about the opposing candidate and deliver it to a group of people. Later, each group was asked who they had voted for. It was determined that they voted for the candidate they had researched and then heard themselves talk about. They heard the idea come from their own mouth, and they believed it.

Other examples of preparatory change talk (examples already given-- I want to; I need to, I could) can be determined using the acronym **DARN - CAT**.

D – Desire to change (want, like, wish...)

A – Ability to change (can, could...)

R – Reasons to change (if...then)

N – Need to change (need, have to, got to...)

C -- Commitment

A -- Activation

T – Taking Steps

We can recognize **change talk** as it will always be in the present tense or future tense. If it's in the past tense, it's not change talk. When you phrase your reflection, reflect on the change talk element you detect, not the 'vague



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talk'. You should practice these techniques until you are able to recognize change talk statements.

In this manner, you will be able to respond to them as opposed to reacting to them.

If you simply respond to change talk statements you will be listening and hearing the change talk and then deciding to respond in a certain manner. If you are able to simply react to the change talk statements, it takes far less 'brain power' on your part and the flow will be much smoother. This is a good thing. Research by Miller has shown that the higher the percentage of change talk that is present in the session, the higher the percentage of sustained success and prediction of behavior up to one year from when the session occurred. In this way, Miller explains, a 'reacted' response will gain much more than a 'prepared' response. This is a skill that will develop over time, with practice.

Ask Participants: Why would a reacted response gain more than a prepared response?

Possible Responses: it is more sincere, it will gather better information, it keeps the offender engaged, the offender will be less apt to 'tune out' from the process

It is okay if the offender displays negativity at the beginning of the MI session. It is important, however, to not rise to that bait. Don't key on the negativity. Continue to look for and recognize the change talk statements even if they are rare. One study by MI researcher and author Paul Umbreit found that the number of minutes of negativity at the beginning of a session is completely un-related to the final outcome of the session.

Now that we have discussed all these various pieces of motivational interviewing and how it works, let's take a look at how we put them all together.

GUIDED PRACTICE

Think about the area in which you work. Write down five or six examples of change talk you would expect to hear, or actually have heard, from the offenders you work with. (If you have difficulty with this, write down five or six things you would like to hear the offender say in an interview session with her.) List these in the spaces in your workbook. Allow 5 – 10 minutes.

Some examples are listed here, individual student examples will vary

I want to do better

I need to do this



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I wish I would quit using	I'd like to stay out of prison
If I did, then I could go back to work	I've got to get out from under this

Share with the group some of the examples you have listed.

Now using your list we are going to try a round or two of 'Change Talk Jeopardy.' This game may seem a little awkward at first, but I think you'll catch on quickly.

At the table groups you are currently in, one person will begin by reading an example of change talk from the list they developed. Then, the person across the circle from them must say the thing that could have come before that statement in the interview. Then, the rotation moves to the left of the speaker, and that person shares a change statement. The person across the table from them will then have to come up with the statement that could have come before that statement in the interview. This will continue all the way around the table until all have had the opportunity to share all six of their change statements.

Trainer note: if you wish, you may have one group circle their chairs in front of the group to provide an example of how this activity is to flow. It may be difficult at first, but with encouragement the students should be able to come up with statements easily. The trainer should go from person to person in the group and model the behavior/role for each person in the circle. Model and check for understanding.

A list of examples is provided below, utilize one or two to get the activity started, if necessary. In the first example, the issue is how the change of friends would benefit the offender. If I were to say, however, 'You need to change your friends,' that is accusatory and would be contrary to the principles of motivational interviewing.

The change statement (in the right column) is said first. Then the person across the circle would come up with a possible preceding statement (from the left column).

Preceding statement	Change Statement
How have your friends influenced you?	Maybe I should change my friends.
How could you stop smoking? Or How could you make a change?	Maybe I could cut down on the number of cigarettes if people would get off my back about it.
What constructive change can you make in your life?	I would like to find a job.
What lifestyle changes would help you to be healthier?	I wish I could exercise more often.
What changes could you make to play pro ball?	If I could quit doing heroin, I could play in the NBA.
What is one thing you would like to accomplish?	I would like to be able to stay out of prison.

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What is your goal with supervision?	I'd like to be compliant.
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Allow this activity to continue until each person has been able to share all six change statements from their list. As the activity progresses, student confidence will build.

Allow 15 - 20 minutes for this activity.

Ask participants: What do you think the purpose of this activity was?

Possible response: To see the benefit of change statement; it does get easier with practice

Ask participants: Now that you have recognized the change statement, what do you do with it?

Possible response: make a mental note of it, can be an indication of their readiness for change and can be used to build upon with future questions, tailor the subsequent questions to it

The purpose of this activity was to help you realize how easy it is to recognize change talk if you are looking for it. Another is to help you to see what you can say to encourage change talk to occur. Did you notice that, even after just a few minutes, it got easier? Even after one or two rounds I noticed a difference. It went much quicker as you got more comfortable with the process of coming up with a possible preceding statement.

The point this—if we as staff can come up with good preceding statements then the offender will come up with the change statement. This then sets the groundwork for staff follow through with.

Now that we've discussed the first two principles of motivational interviewing, I'd like you to take a look at a video clip of how all of these things come together in the interview process. In the clip I am going to show you, Dr. William Miller is interviewing a non-verbal client. While you view it, watch for how the interviewer deals with the client's perceived ambivalence (principle #1) and avoids arguing for change (principle #2).

Trainer's Note: Show segment of interview with the non-verbal client . This video is from the 'Motivational Interviewing Professional Training' DVD (1998). Cue the DVD to: Disc #1, Tape B, Chapter 2, scene 5. The segment runs approximately ten minutes.

Ask Participants: How did you observe open-ended questions being used to make progress?

Possible Responses: The interviewer used open-ended questions and then waited for the subject to provide the answers; the interviewer took his time



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and did not rush the process; after the open-ended question was asked the interviewer patiently waited for the answer.

Ask Participants: did you see any use of affirmation or reflections?

Possible Responses: Yes, more reflections were used than affirmations, not much was said by the interviewer and the interviewee eventually did provide the answers to the questions.

INSTRUCTIONAL INPUT

Principle #3: Evoke the offender's own arguments for change

Now we begin to see the third basic principle of effective motivational interviewing: evoke the offender's own arguments for change. By doing this, the offender hears himself, in his own voice, saying what needs to be done. This is a much more effective motivator than being told what needs to occur.

This is where you begin to blend in the need for two specific types of questions: evocative and elaborating. Evocative questions will encourage the offender to go into more depth or explanation to provide **new information**; while elaborating questions will encourage the offender to **say more about something they have already told you**. By using these types of questions, we will elicit these change talk statements from the offender.

To be able to affect the offender's decisional balance, you might ask the offender 'What do you like about alcohol?' or 'What are the good things in your life because of marijuana?' These would then be followed up by 'What are the downsides of your alcohol use?' or 'What are the problems in your life due to marijuana.'

These techniques can be cued to offender change statements. For example, the offender who says 'when I wake up in the morning, I don't feel so good.' Instead of asking the expected 'Why?' ask 'In what way do you not feel good? When was the last time you woke up feeling good?' What did you do the night before that was different than you are doing now?'

To assist the offender in providing a more evocative or elaborating response, you can use a technique called 'querying the extremes.' Based on what the offender tells you, you could follow up by asking 'If you continue down the path you are on now, what will happen?' or 'If you were to make this change – how would your life improve?' or 'What's the best thing about making a change?'



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In this manner, the offender is encouraged to think through the possible consequences, or results, of the decision they are considering. This begins the shift into the offender utilizing change talk. Remember from our earlier example (the election study of the undecideds) if the offender hears themselves make the statement – instead of hearing you say it – they are more likely to make the change and follow through.

EARS

Previously we talked about the acronym OARS and its benefit in interviewing skills. Now I would like to introduce a second acronym designed to help us get change statements from the offender.

Let's take a look at how to elicit change talk from the subjects we interview. Using another acronym, **EARS**, we can also condition ourselves to use evocative questions to elicit change statements.

The acronym works like this:

E – Elaborating: asking for elaboration, more details, in what ways, provide an example

A – Affirming: commenting positively on the person's statement

R – Reflecting: clarifies the interviewer's meaning.

S – Summarizing: collecting bundles or 'chunks' of change talk

For example, if my statement was: I would like to finish my college degree. The following EAR statements could be:

E – What is an example of the benefit of you doing that? (Elaborating)

A – Finishing your degree would help you to further your career. (Affirming)

R – You want to further your education in counseling. (Reflecting)

For example, to show how easily this works, now let me read you a statement and three possible responses. I'd like you to identify which response would come closest to emphasizing change talk and de-emphasizing ambivalence:

Statement: I really don't want to stop smoking, but I know I should, I've tried before and it's really hard.



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- Options:
1. You really don't want to quit.
 - 2. It's pretty clear to you that you ought to quit.**
 3. You don't think you can quit.

Which one is it? You're right, it's number two. If the offender is upset about their current behavior, but sees no benefit in changing, they will never see success. Choice #1, borders on negativity and the accusatory tone we need to avoid when using MI while choice #3 leaves no area for future success in the process. You have to search for those change statements and, in essence, collect them. Miller compares this collection of change statements to pearls. He says: you want to collect them and string them together into a necklace. You can even show them the necklace occasionally (reflection) to show them how well they are doing.

GUIDED PRACTICE

Trainer's Note: Students may comment that this is the same as the activity they completed earlier on pages 12/13. That activity was to practice and generate reflective statements. This activity is to get the offender/interviewee to actually say what needs to be done. Remember, by the offender actually making the statement, they will hear themselves stating the need for change to occur.

In your groups, I'd like each of you to come up with a change statement about yourself. Share your statement with the group and then write it in the space provided on page #16 of your student guide. Then work to your right, identifying EAR statements to go with it (we'll skip the S-summary, as it is not crucial to this step).

Note to Trainer: Model what is wanted with the following example.

For example, if I were to say "I'd like to go on a diet and lose 25 pounds," the person to my right (the "E" or elaborate) could say: "How would losing that much weight benefit you?" The person to their right (the "A" or affirming) could say: "Losing that much weight would help you to live longer." The person to their right (the "R" or reflecting) could say: "You'd like to be healthier and not weigh so much." Then, the next person would share their change statement and the round-robin begins again.

Allow 10-15 minutes to complete this activity.

Ask participants: At the beginning, how did this work out for you?

Possible response: was awkward, slow to start, not the way I normally talk to offenders



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Ask participants: Did that change as the activity progressed?

Possible response: will vary

Ask Participants: How do you see this benefiting your interactions with the offenders?

Possible Responses: Keeps them talking about their change statements; they are “hearing” themselves say what they need to do – not just being told by someone else.

Ask Participants: What challenges do you think you might encounter by using this technique?

Possible Responses: interruptions from others in the office or phone calls that disrupt the flow of information, it is a very involved process to keep the offender from tuning out, keeps the offender from slipping into an ambivalent ('I don't care') attitude

Again, you should have noticed this gets easier the more you go around the circle. As you develop proficiency, you see that this technique allows you to maintain your professional distance and an appropriate relationship with the offender. We have now shifted to the point of making motivational interviewing directional. Our previous work in class has led up to this.

Trainer's Note: At the conclusion of day #1, show the video of Dr. Miller interviewing the subject about his positive urine test for marijuana. Cue the DVD to: Disc #1, part B, Chapter 2. Stop the DVD after the subject admits to also using cocaine and heroin, saying 'I'll try anything once.'

Introduce the video by stating that as day #1 instruction concludes the class is to view a clip of how the techniques discussed come together to achieve results.

Ask participants: did you observe any evocative questions being used?

Possible responses: yes, no

Ask participants: Did you observe any OARS/EARS techniques being used?

Possible responses: yes, no

Ask participants: When the interviewee says 'There are some adjustments I would have to make...' this is an example of what type of statement

Desired response: this is an example of preparatory commitment language

Ask participants; As a result of this interview, what do we learn about the interviewee's drug use?

Possible responses: it becomes an issue of his wife wanting to have children and start a family, of his having to give up his partying lifestyle.

Trainer's Note: At the end of day #1, repeat the confidence ruler exercise that was utilized at the beginning of the training. Explore the students' decisions as to where they stand now, and why/if their choices are different than they were at the beginning. Students may respond



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they are more confident now that they have had an introduction to what MI is all about, others may be at the same point because there is still more to be learned.

GUIDED PRACTICE

To see this in action, let's take a look at a couple of videos. One represents a good example of MI, the other a bad example.

Trainer note: Show the NIC DVD clips of the two interview scenarios. Allow for discussion of what was observed. Ask if these videos represent interviews they have been involved in or observed in their offices. **IMPORTANT:** Be sure to show the good video first, to emphasize the good characteristics that will be viewed. Show the bad example second, to better contrast the problematic behaviors.

Ask participants: What was effective?

Possible answers: Officer did not allow for interruptions to distract, kept the interview on track, and gathered necessary information

Ask participants: What was not effective?

Possible answers: Interruptions were distracting, didn't seem focused on offender, had an 'I don't care attitude'

Ask participants: What did you observe that was good?

Possible answers: Paid attention to offender, tried to make a difference

Ask participants: What did you observe that was not so good?

Possible answers: Set a bad example with payment receipt not being necessary, appeared harried, like his didn't know the specifics of what was going on in this case

Trainer's Note: if the student discussion does not cover the following points, be sure to add them:

The interviewer asks: 'How did it come about that the police were called?' not 'Why were the police called?' or 'What did you do this time?'

The interviewer asks: 'What are some of the other aspects of what happened last night?' not 'What did you do?' or 'What happened?'

The interviewer asks: 'Where does that leave you?' to which the interviewee answers 'I'm willing to try. I want to be different.'

The interviewer asks: 'May I make a suggestion/' before he gives advice.

The interviewee tells the interviewer that his daughter was 'really frightened' and 'I didn't like seeing here that way' this info does not even get brought up the first video clip.

Point out to students that the whole option of the employee assistance program is brought up by the interviewee, NOT the interviewer.

INSTRUCTIONAL INPUT



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As shown in the good example (the first clip), MI allows us to move in a straight line from ambivalence to change. This straight line movement is important, as it will eliminate the time lost going in circles as the offender attempts to dodge the problem, or the directive and is kept on track with the desired behavior. Miller compares this to the outdoor experience of a Boy Scout attempting to get out of the woods if he becomes lost.

Miller says: The Boy Scouts are taught to walk in a straight line to get out of the woods. How do they do that? By sighting three trees, keeping them in a straight line with each other and walking past the first tree, to the second. Then, using the second and third trees sight to a fourth. Now, walk past the second and use the third and fourth trees to sight a fifth. In this manner the Scout will walk in a straight line from tree to tree. MI works in much the same manner. Going from change talk to change talk and then stringing them together in a line to get out of the personal situation they are in.

This needs to show the offender how to move in a straight line for change is one of the roadblocks you may encounter. Another of the roadblocks to the success of MI is resistance (the first we talked about, remember, was ambivalence). **Resistance should be expected. It should be anticipated.** I'd like us to talk now about ways we can overcome resistance and use it to our advantage.

Remember the classic example of resistance. You hold up one of your hands, and a partner is asked to punch it. What happens? If you resist, the punch hurts your hand. If you allow your hand to give a little bit, the pain is not as bad. Motivational interviewing says 'give a little bit' and you will get a better result.

The offender can show resistance in any number of ways.

Ask participants: What are some examples of resistance you have encountered from offenders?

Possible response: Ignoring rules; becoming belligerent; not completing assignments

Ask participants: How effective were you at overcoming that resistance?

Possible response: will vary.

The offender will not end the resistance unless we back off a little. I'm not saying to let them get away with something they shouldn't, or to look the other way. As long as the offender encounters resistance from you in response to theirs, the situation will continue.



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Common forms of resistance that you may encounter, as you just provided, could include ignoring, interrupting, arguing and blaming or disagreeing. These will be exhibited by the offender generally in what she says or by a closed, negative posture.

In our environment, resistance is intensely responsive to the interviewer's style. If you use a directed, authoritative approach, you will get different results than if you use a more open, rapport-building style.

MI says, if you roll with it and don't fight it, resistance will lessen. If you back off, they will back off. How does this work? Assume that what they are saying is true – even if it is a lie. Don't immediately call them on it and don't correct it. You need to remember it's not true, however, but let it serve the offender's purpose for a while.

In this way, resistance is in the hands of the interviewer. You control it. There are several beneficial ways to overcome resistance, and they all deal with the reflection skills we discussed earlier. To further develop these reflective statements, we can put them into three distinct categories: simple reflection; amplified reflection; and double-sided reflection.

For example, if the offender exhibits resistance to you and says 'I'm angry about my doctor's report' you can respond in one of these ways;

Simple Reflection – 'You're a little frustrated.'

Amplified Reflection – 'You're furious.'

Double-Sided Reflection – 'You like drinking, it helps you to relax AND you're concerned about the health effects it is creating for you.'

Ask Participants: What type of a response or reaction would you expect from the offender when using each of these? What difference would you expect?

Possible Response: Agreement. This serves to let them know you recognize their resistance, but not in a manner that allows it to sidetrack the process

Remember, these reflective statements are used to encourage the offender to say more. By you, the interviewer, making the statement above and then waiting for the offender to make a response, you are encouraging that offender to position themselves for change. Rather than provide a specific example of how this takes place, our next guided practice will help you see for yourself how this works.



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GUIDED PRACTICE

Trainer's Note: The goal of this activity is to have participants encounter realistic resistance statements they could encounter in their workplace (field office or institution) and develop realistic reflection statements. Similar to batting practice in baseball, each member of the group will take turns 'pitching' a resistance statement and the 'batter' will have to take a swing by providing a reflection. Just as in real batting practice, we are not looking for home runs, just for the batter to make contact! After each participant has responded to three resistance statements, have the person to the right become the next batter.

In your table groups, I'd like each of you, individually, to develop five resistance statements that you hear from the offenders you work with. Write these down in the space provided on page ____ of your student workbook. Allow 5 – 10 minutes.

Examples could include:

The directives are too difficult for me to meet.

There are just too many directives for me to be in compliance.

It's just easier for me to continue the behavior.

Nobody really cares about me anyway.

I'm only hurting myself, no one else.

Your way is too hard, My way is much easier.

It's the government fault I'm here; I wish they would just leave me alone.

Why are you hassling me? My buddy has Mr. _____ as a P.O. and he never hassles him like this.

I don't think its right that I have to pay restitution.

This is too many hours of community service.

Now that you have developed your list, I want you to take some batting practice. Each person in your group will take a turn at bat. The others in the group are pitchers and will take turns throwing out typical resistance statements of the work setting.

For each pitch, the batter will give one response: either a simple reflection, amplified reflection or double-sided reflection. There is not a "right" or "wrong" reflection to use in a given situation. The interviewer only needs to vary the types of reflection used to avoid a monotonous, or uncaring, reflection. After three pitches, the next person will come up to bat. We're not looking for homeruns, but just to make contact.

It is important to remember, as the batter, that your reflective statements need to be short. They should be concise to avoid you taking over the



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interview. They also have to have an appearance of sincerity on your part. If you come across as flippant or that you are making fun of the offender, it will only increase the resistant behavior and damage your credibility.

Trainer's Note: Again, if it would be beneficial, have one group come to the front of the classroom to demonstrate. The trainer should assist with this demonstration by showing each person what their comments could be as the activity progresses. Possible reflective statements are listed below. Be cautious of providing too many examples, as the group may tend to parrot the same resistance statements you use. Allow 20 minutes for this activity. As this begins to develop the MI style, more time can and should be allowed if needed for completion.



Resistance Statement	Possible reflection
The directives are too difficult for me to meet.	You're working hard to try and comply with the directives. (simple Reflection)
There are just too many directives for me to be in compliance.	Sounds like you're frustrated with the directives. (simple reflection)
It's just easier for me to continue the behavior.	You don't think that changing your behavior would benefit you. (simple reflection)
Nobody really cares about me anyway.	It seems to you no one cares about you. (amplified reflection)
I'm only hurting myself, no one else.	You might be better off if you just continue this behavior. (amplified reflection)
Your way is too hard, My way is much easier.	You like drinking, because you say it helps you to relax and you're concerned that what I am asking is just too difficult. (double-sided reflection)
It's the government's fault I'm here; I wish they would just leave me alone.	You think that if the agency would just give you some space, you could make it on your own. (simple reflection)
Why are you hassling me? My buddy has Mr. _____ as a P.O. and he never hassles him like this.	You think you would be better off, really, without me as your parole officer. (amplified reflection)
I don't think its right that I have to pay restitution.	It's hard to imagine how paying restitution could fix your problems. (simple reflection)
This is too many hours of community service.	It's frustrating to have to donate all this time to the community and you think that the time could be better

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	spent on things you choose. (double-sided reflection)
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At the conclusion of this activity, remember that reflections can be short. Most often, you will encounter the best results from shorter reflective statements. Remember, the offender should do most of the talking, not you. The tendency may be to respond in a negative way, or to 'take the bait' from the offender and focus on the negativity and the resistance.

Ask Participants: What did you determine/find out during this exercise?

Possible responses: Easier if you don't take it personal, everybody was interested in trying to do something for the interviewee (instead of just listening, I did not try to defend myself, just moved it along)

Ask Participants: Any surprises during this exercise?

Possible responses: it's easier than it looks, it's not magic, it's not necessary to try and defend yourself, could just sit back and listen

Ask Participants: How do you see this technique of using reflective statements affecting your job?

Possible responses: Can help guide the offender to their goals; keeps the staff from getting "caught up" in their games; keeps the interview on track

If you can avoid a focus on negativity and respond in the manner you have just practiced, it will yield the way for the change talk that is necessary for the offender to change. By making short statements and then embracing the silence, we create dissonance. It is this silence that invites the interviewee (in our case, the offender) to speak up and say more. You need to maintain a certain amount of detachment to be effective.

INSTRUCTIONAL INPUT

Principle #4: Encourage a realistic belief that change is possible

Once you have encountered a significant amount of change talk from the offender, and overcome resistance, it is time to negotiate a plan for change and thereby create a change plan. This involves a process of **setting goals, considering change options** and **eliciting a commitment for change** from the offender.

By creating a change plan, we are encouraging a realistic belief that change is possible. That's our fourth basic principle of effective motivational interviewing.



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There are several questions you may utilize to elicit this commitment language from an offender:

Is that what you want to do?

Can you do it?

Is there reason enough to do it?

Is it important enough to do it?

Will you do it?

You may note that these are close ended questions. This is beneficial here because we want to elicit a commitment from the offender – a commitment for change.

To elicit and strengthen this commitment there are several strategies you can use to build confidence and future success. These strategies include:

Evocative Questions – force the offender to use introspection and look inward for a response

Trainers' note: Show segment of the 'confidence scales video. This video is from the 'Motivational Interviewing Professional Training' DVD (1998). Cue the DVD to: Disc #2, part E, Chapter 4, scene 7. The clip runs for approximately 4 minutes.

Ask Participants: How does the doctor in this video start the smoking discussion?

Possible responses: He asks for permission before beginning.

Confidence Ruler – ask offender to rate where they stand on a scale of one to 10. Then ask 'why are you at _____ instead of zero?' This builds their confidence as they realize they have already made some progress as they are not at zero and making no progress. By asking 'What would it take to get you to a 9 instead of ____?' the interviewer introduces the concept of commitment from the subject.

Reviewing Past Successes – this also builds confidence as if they have done it before; they can do it again ("Last time when you did this...")

Personal Strengths and Supports – Helps offender to realize there are helps out there for them to utilize (interviewer could provide a list of community resources, or offer the process for obtaining assistance



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within the institution). This is, in effect, what has been occurring in the Department's transitional housing units. Probation and Parole has built on these and similar concepts for years, developing ties within the community.

Brainstorming – Collects a myriad of ideas, from the offender's perspective

Giving Information and Advice – use this cautiously. Before you give information or advice, ask for permission. Don't just tell them as this could increase resistance.

As an example of one of these, the confidence ruler was used at the very beginning of this training. I will provide another example in just a moment.

It's not just enough to talk about it and make a commitment. We must also emphasize that they are responsible for attaining the change they have now planned for. We can hold them accountable (as always) but if they don't act on their decision, we're back to square one with us telling them what to do.

This need to implement the change can be fearful for the offender. Fear of change is natural to each of us. We get comfortable in our environment and what we do, and the offenders are no different with their environment. Now, I'd like for us to take a look at ways we can assist the offender in acting upon their desire for change.

GUIDED PRACTICE

I want for each of you to come up with a topic on the following subject.

- Decide something that you:
 - Would like to do
 - Have reason to do
 - Is important for you to do
- But also you are not sure whether:
 - You can do it
 - You have the ability to do it
 - You have the time and/or energy to do it



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To see how some of these techniques work, let's break into groups of three. One of you will be the interviewer, one the interviewee. The third is to act as a monitor to ensure the roles are adhered to. Using your selected topic, the listener is to: (Allow 10 – 15 minutes for this exercise)

- Listen carefully with a goal of understanding the dilemma, but give NO advice (**Evocative Questions**)
- Ask these four open questions, and listen:
- On a scale of 0 to 10, how confident are you that you could make this change if you decided to?
 - Follow-up: And why are you at ____ and not zero. (**Confidence Ruler**)
- What is it about you (strengths, abilities, talents) that would help you do this? (**Reviewing Past Successes**)
- How might you go about it, in order to succeed? (**Brainstorming**)
- What have you done successfully in the past that was like this in some way? (**Personal Strengths and Supports**)
- Reflect and summarize the confidence statements you encounter.

Ask Participants: What were you able to determine about your interviewee's commitment for change?

Possible responses: will vary.

Ask Participants: In your role as interviewer (asking the questions) how does this differ from what you are currently utilizing in your workplace?

Possible responses: The offender comes up with her own answer, the offender is more a part of the process, I'm able to talk 'with' the offender instead of 'at' the offender

Ask Participants: In your role as interviewee (answering the questions) how committed to change were you at the end of the exercise?

Possible Responses: will vary.

The resistance of some in the criminal justice field to the techniques of motivational interviewing is understandable. As I stated previously, it is



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human nature to resist change, and to be somewhat uncomfortable to new and different things.

This resistance to change, according to Miller, is similar to the resistance in the substance abuse treatment community when MI was introduced to them in the 1990s. Change will come one person at a time and it won't be quick. Our change may gain momentum as we experience the benefits of using motivational interviewing.

You have walked through all 4 principles of MI:

1. Focus on understanding the dilemma
2. Don't be the one arguing for change
3. Evoke the offender's own arguments for change
4. Encourage a realistic belief that change is possible

You have demonstrated the use of reflecting statements with OARS, eliciting change talk with EARS and conquered resistances statements with reflection and saw the benefits of instilling a belief that change can happen and then developing a change plan.

As a final activity, you will be given an example offender case. As a group you will decide the topic of change from the case information and using the information provided, role play with volunteers from your group an interview using the motivational interviewing techniques.

I would like you to view another video clip so that you can see how all of these concepts and principles we have talked about so far can be put to use in an interview. Watch to see in this clip how the interviewer sets the stage for future change and secures commitment from the interviewee.

Trainers' note: Show segment of interview on agenda setting. This video is from the 'Motivational Interviewing Professional Training' DVD (1998). Cue the DVD to: Disc #2/part E/chapter 4/scene 5. The segment runs for eight minutes

Ask participants: How does the interviewer set the stage for future change?

Possible response: by pointing out 'I am not here to make you change, only to point out...'

Ask participants; How does the interviewer secure commitment language from the interviewee?



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Possible response: by allowing the silence to flow naturally, by asking 'How are you doing with the exercise?' instead of 'Are you exercising like I told you to?'

GUIDED PRACTICE

Note to Trainer: The 3 case studies are in the manual. Each group can be assigned a case or they can select their own preference. If they select their own, it may take longer as they would need to read each one possibly to make their decision. Groups may have the same case as the topic they choose to address from the case will likely be different from another group.

Read your assigned offender case information in your groups. Select a topic of change. Using the four principles as a guide develop a role play (2 volunteers from the group) to demonstrate a fluid example of the 4 principles. Incorporate EARS and OARS, preparatory language, commitment language as appropriate. In your manual is a guide you can use to fill in the blanks for your role play. You will want to script the interviewer and the offender's role as a guide (the interviewer and offender should feel free to ad lib if that seems appropriate). Remember one key point of motivational interviewing is that the offender should be doing most of the talking and the interviewer makes short comments and listens carefully. You can pretend this is not the first time this topic has been broached to allow for reference to prior conversation. You will have 30 minutes to develop your role play. The role play should last about 5-6 minutes. Your volunteers will role play the interview to the entire class.

In the manual will be the following

Offender Name _____--

Topic of Change _____

Principles of MI

1. Focus on understanding the dilemma
 - a. How will you accomplish this?
 - b. What type of questions or statements will be appropriate
2. Don't be the one arguing for change
 - a. How will you accomplish this?
 - b. What type of questions or statements will be appropriate
3. Evoke the offender's own arguments for change
 - a. How will you accomplish this?
 - b. What type of questions or statements will be appropriate?
4. Encourage a realistic belief that change is possible



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- a. How will you accomplish this?
- b. What type of questions or statements will be appropriate?

Note to Trainer: After each group presents their role play ask the first 2 questions of the group presenting and then ask the other questions to the rest of the class.

Processing Questions

For presenters

1. What did you think worked well as far as the motivational interviewing techniques used?
2. What caused the group to be challenged?

For the rest of the class.

3. What motivational interviewing techniques did you notice that impacted the interview the most?
4. What might a suggestion for improvement for the interview?

Processing Questions

Ask Participants: What techniques seem to flow more naturally for you this time?

Possible Response: Listening more; using open ended questions; encouraging change talk

As the DOC Executive Staff have adopted MI, and are committed to the change we will begin to see the results. It may not be immediately visible. Miller compares it to learning to play the piano or tennis: needing a coach (your supervisor) and receiving practice to build your skill level

EVALUATION AND CLOSURE

The default assumption for motivational interviewing to be successful is that there is a person somewhere inside that offender you are dealing with that wants to make a change. Our goal is to find that person and work with them. Keep in mind that we will encounter some career criminals who belong in jail and will never get out. The task is to recognize them for what they are when you encounter them.

We have to be sincere in our interactions with the offenders. If our efforts become transparent, then motivational interviewing will not be of benefit. **MI is most effective when we have a goal – a goal of directed change.** If we don't have a goal of change, MI would not be effective. You can also



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consider this a 'target' behavior. Without a target behavior in mind, its not effective motivational interviewing, it's just talking with the offender.

Let's review of our four basic principles for MI:

1. Focus on understanding the dilemma

Ask Participants: Why is it important to try to understand the dilemma?

Possible Response: understanding the dilemma leads to forming goal directed statements that can lead to change talk

Ask Participants: What tips did you learn today to be able to focus on the dilemma?

Possible Responses: Use open ended questions to solicit more feedback, affirm statements by using positive comments; use reflecting statements

2. Don't be the one arguing for change

Ask Participants: What may happen if you argue or appear to be against the offender?

Possible Response: They will shut down; they may become aggressive

Ask Participants: By not arguing, what do you want to happen during the interview?

Possible Response: Arguing will not bring about positive results and this is what is wanted

3. Evoke the offender's own arguments for change

Ask Participants: What is this principle trying to accomplish during the interview?

Possible Response: The offender will hear themselves making the change statements and they can own that; it is not the interviewer saying it but the offender.

4. Encourage a realistic belief that change is possible

Ask Participants: After a significant amount of change talk takes place and resistance has been overcome, what is the next step.

Possible Response: Setting goals and implementing the offender's plan

Ask Participants: When is commitment language appropriate?

Possible Response: When you need the offender to make a decision or a commitment for change;

In closing, I have one more exercise for you to complete. I will provide you with a sentence stem. As we go around the room I would like each of you, out loud, to complete one of the sentence stems.



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The sentence stems are:

- One thing I learned from this training was...
- One thing that surprised me was...
- The first thing I am going to try is...

With that in mind, our performance objectives for this training were:

1. Using an example of change talk identify a preceding statement and analyze its affect on the offender's readiness for change;
2. Using a role play demonstrate an offender interview utilizing the four basic principles of Motivational Interviewing;
3. Using resistance statements formulate a reflection that meets MI principles;
4. Using a list of questions differentiate between open- and closed-ended questions;
5. Using closed-ended questions explore its use during MI;
6. Using EARS develop reflecting statements to guide the direction of the interview; and
7. Using video clips, compare and contrast MI techniques

As we close this block of instruction I would like to draw your attention back to where we started – with the ruler exercise where you were asked:

How confident are you that you are going to be able to learn motivational interviewing and use it in your work?

There are additional resources available to help build your confidence with MI. The National Institute of Corrections has information available via the internet, author/researcher William R. Miller has compiled information at the website: www.motivationalinterview.org.

The default assumption for motivational interviewing to be successful is that there is a person somewhere inside that offender you are dealing with that wants to make a change. Our goal is to find that person and work with them. Keep in mind that we will encounter some career criminals who belong in jail and will never get out. The task is to recognize them for what they are when you encounter them.

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