



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

COURSE TITLE:	Inservice
CLASS TITLE:	Motivational Interviewing – Skill Building
MODULE TITLE:	Motivational Interviewing – Skill Building

PROGRAM OVERVIEW

Motivational interviewing techniques have proven themselves beneficial in criminal justice applications. Used with success by substance abuse practitioners to open the lines of effective communications with their clients, motivational therapy techniques have a proven track record of success. This instruction module is intended for members of the case management team who have previously attended the department’s two-day Motivational Interviewing-Practitioner training module. It will train the staff member on the benefits of MI, while presenting its basis in evidence-based practices and its link with integrated case management.

PARAMETERS

Date: May, 2009

Credit Hours: 8

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. Demonstrate how to use MI in day-to-day work with offenders through the introduction of a six-step model to build an effective case plan;
2. Differentiate between change myths and change facts;
3. Practice brief intervention strategies via focus on intentional motivational interviewing;
4. Emphasize the importance of risk-reduction strategies for introducing interventions to increase compliance with directives.

1. Trainer’s Observation
2. Participant’s Feedback
3. Processing Questions

INSTRUCTIONAL STRATEGIES

Lecture, video, group discussion

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. Motivational Interviewing...An Introduction.
Hampton-Newport News Criminal Justice Agency,
August 2005, Orbis Partners, Inc.

4.

2. Bandura, A. (1994). Self-efficacy. In V. S.
Ramachaudran (Ed.), *Encyclopedia of human
behavior* (Vol. 4, pp. 71-81). New York: Academic
Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia
of mental health*. San Diego: Academic Press, 1998).

5.

6.

3.

Prerequisite Training/Certification: Participants must have 6 months practice in the field to be eligible to attend.

Curriculum Prepared by: David Nelson, Reentry Training Coordinator

Curriculum Content Approved by:

Date Approved

Curriculum Design Approved by: Ed Yahnig, Curriculum Development Manager

Date Approved

Original/Revision Date

Design Notes:

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TRAINER NOTES

ANTICIPATORY SET

As the field of criminal justice and corrections continues its shift away from discipline and toward rehabilitation and reentry, the Department of Corrections has seen an ever-increasing need for a mode of staff interaction with offenders that will promote change. As you are aware, Motivational Interviewing has been identified as both an evidence-based practice and a best practice in corrections for directing change in offenders.

Recent research and studies have shown increased support across the criminal justice field for MI. Originally researched and developed by William R. Miller and Stephen Rollnick, MI has seen great success in the substance abuse field. Due to our large number of offenders with a substance abuse history in their backgrounds, it is easy to see how these techniques would benefit us.

The effectiveness of MI is not limited only to substance abuse. It has proven beneficial in many other interview settings, with adoption and use in the federal system of probation and parole, as well.

In Miller and Rollnick's book *Motivational Interviewing: Preparing People to Change* they highlight MI's use in criminal justice populations. Noting that "offender motivation is a critical component to the behavior change process," the authors state that "Motivational Interviewing can be conceptualized both broadly as readiness to change criminal behavior, and more narrowly as readiness to engage and participate in treatment programs."

MI research has identified four main principles for targeting readiness to change.

These four principles are:

- **Risk** Principle – "How Much"
- **Need** Principle – "What Targets"
- **Responsivity** Principle – "How"
- Principle of **Program Integrity** – "What Works"

The principles of Risk, Need, Responsivity, and Program Integrity have now become a unifying theme in modern correctional practice. National gatherings of innovators and leaders in probation in the United States frequently revolve around how these principles can be more effectively integrated within probation settings. The principles are so far reaching they touch every possible facet of the work of probation officers. Participants will find that almost all of the content of this course relates to the application of these four research-based principles.



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Before looking at the principles in greater depth, let's review our performance objectives for today's session:

At the conclusion of this lesson, participants will:

1. Demonstrate how to use MI in day-to-day work with offenders through the introduction of a six-step model to build an effective case plan;
2. Differentiate between change myths and change facts;
3. Practice brief intervention strategies via focus on intentional motivational interviewing;
4. Emphasize the importance of risk-reduction strategies for introducing interventions to increase compliance with directives.

Having discussed what lies ahead for us today, let's now take a closer look at the four principles we have identified.

INSTRUCTIONAL INPUT

The Risk Principle:

The risk principle states:

1. That delinquent, acting out, or criminal behavior can be predicted.
2. That the intensity of services should be matched to the risk level of the offender. Higher-risk offenders require more intensive services and might include removal from the community. Low risk offenders require minimal or no intervention.

The Need Principle:

The need principle focuses on the appropriate targets for intervention. According to this principle it is critical to identify risk factors linked to criminal behavior. Some risk factors are static (i.e., age of first contact with the law, etc.). These are aspects of the offender's life that cannot be changed. Other risk factors are dynamic (e.g., antisocial attitudes, values, and behaviors). Andrews and Bonta (1994) commonly refer to these factors as criminogenic needs and suggest that they serve as the appropriate targets for intervention.

The Responsivity Principle:



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The Responsivity principle refers to the delivery of effective treatment programs in a style and mode that is consistent with the ability and learning style of the offenders. Programs that rely on social learning and cognitive-behavioral approaches have been found to be the most effective in working with probationers and other offenders being served in the correctional system. In fact, if you review the results of the meta-analyses it becomes clear that programs do not work if they fail to follow the principles of effective intervention.

The Principle of Program and Professional Integrity

The principle of program integrity suggests that all services (probation and treatment) should be monitored to ensure that they are effective. Research also suggests that programs showing the greatest promise hire and promote staff that are professional, experienced, and skilled. To ensure quality services, staff require agency support in the following areas:

- Policies and procedures that include ethical guidelines and standards of professional conduct
- Ongoing supervision and technical support
- Training to enhance knowledge, skills and commitment
- Adequate resources to sustain program integrity

Research tells us...

- For many offenders who engage in crime - change occurs naturally. That is, they stop offending on their own- without any intervention ... These offenders tend to be high in protective factors and to have fewer risk factors.
- For offenders receiving formal interventions (e.g., court-ordered detention, probation, diversion, treatment) the results are often mixed ... some get worse ...
- Generally, those that do better tend to be medium and high risk offenders who are exposed to effective treatment approaches (cognitive behavioral, family-based, emphasis on social learning theory) ...
- Specifically, two primary factors contribute to successful outcome
 - *Level of motivation. Offenders are more likely to make changes when they are ready, willing and able ...*
 - *Style and approach used by the probation officer or other correctional professional working with the case can have a direct influence on outcome.*



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In the early 1990's two leading practitioners, Bill Miller and Stephen Rollnick began to systematically summarize the literature on client responsiveness to intervention. They discovered that effective practitioners use a directive approach that encourages client responsibility for change. Motivational Interviewing is an evidence-based approach that emerged from their work.

In this training we provide you with a brief glimpse of the major tenets of Motivational Interviewing. You will have the opportunity to explore this approach and to practice some of the brief intervention strategies that have been found to be effective in enhancing motivation.

This training will focus on the application of Motivational Interviewing - Principles and Practices during the case management process. We believe that:

Effective case management is a process ... that requires the probation officer to work collaboratively with an offender, in an effort to define individual needs and mutually agreed upon outcomes...

Trainer's Note: This chart is reproduced from page ____ of the student guide. Allow for time for students to fill in the blanks as the information is delivered.

To achieve this goal, we propose 6 distinct but overlapping steps:

Six steps to Build an Effective Case Plan	
Step 1: CASE ANALYSIS	TASKS
Case Analysis	<ul style="list-style-type: none"> • Review Case File • Administer the risk/needs assessment • Process case and map results
Step 2: FEEDBACK	TASKS
Feedback	<ul style="list-style-type: none"> • Summarize major strengths • Summarize major challenges • Seek clarification
Step 3: PRIORITIZE	TASKS
Prioritize	<ul style="list-style-type: none"> • Provide options • Ensure that offender identifies the primary target for intervention
Step 4: ASSESS MOTIVATION	TASKS
Assess motivation (increase importance)	<ul style="list-style-type: none"> • Assess readiness • Assess importance and confidence • Complete a decisional balance
Step 5: FOCUS	TASKS



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Complete the TAP	<ul style="list-style-type: none">• Establish long-term goals• Establish short-term goals• Identify action steps, responsibilities, target dates
Step 6: REVIEW AND UPDATE	TASKS
Review progress and update TAP	<ul style="list-style-type: none">• Constantly update the TAP• Look for successes and reward 'tiny' victories• Look for obstacles and barriers and revise TAP accordingly



INSTRUCTIONAL INPUT

As we progress through these six steps, we need to be on the constant lookout for indications that the offender is ready to make a change.

It is often difficult to understand, or to pinpoint a specific time and place that the desire for change occurs. That is why our task in this endeavour is so difficult. Some have compared it to 'pushing a rope' (you can push and push, but the desired outcome will rarely be achieved). For others, it is a process of guiding them down the path, and being ready when they decide to make the change.

Change is often compared to a long a difficult journey...a journey that is filled with self-discovery and unseen and difficult challenges. For many of us, change is a process and we do not necessarily succeed the first time we try. The process for making a decision to can be aptly described in the following humorous piece, titled 'An Autobiography in Five Chapters' (by an anonymous author):

Chapter 1

I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost...I am helpless.
It isn't my fault.
It takes forever to find a way out.

Chapter 2

I walk down the street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I'm in the same place.
But it isn't my fault.
It still takes a long time to get out.

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Chapter 3

I walk down the street.

There is a deep hole in the sidewalk.

I see it there.

I fall in...it's a habit...but my eyes are open.

I know where I am.

It is my fault.

I get out immediately.

Chapter 4

I walk down the street.

There is a deep hole in the sidewalk.

I walk around it.

Chapter 5

I walk down a different street.

Myths and Facts About Change

MYTH #1: Anyone can change if they really want to because:

- It's easy.
- All you really need is willpower, resolve and strength of character.

FACT:

- Change is difficult for most people, most of the time.
- **MOTIVATION**, is fundamental to change rather than a personality trait or characteristic.

MYTH #2: Change is not possible:

- Nothing works. I know because I've tried everything.
- People don't change.

FACT:

- People do make changes, all of the time, many without the assistance of health professionals or programs. Research suggests that people who are successful are **MOTIVATED**.

MYTH #3: Punishment is the only way to motivate change

- If we make people feel bad enough, they will change.
- People need to really suffer before they will change.

FACT:

- There is no empirical evidence to support the use of programs that rely on excessive confrontation or that attempt to shame an individual to make lifestyle changes.



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- Shame, humiliation and character assassination are not the primary catalysts for change. Rather the individual has to value change intrinsically.

GUIDED PRACTICE

As a large group, I want you to view these two vignettes prepared by the national institute of Corrections. Listen closely to both. Which do you feel is the most effective?

Show vignettes.

Ask participants: What was effective in the first vignette?

Possible responses: Nothing, interview style, too many interruptions

Ask participants: What was effective in the second vignette?

Possible responses: Interviewer listened to the offender, obtained better information

Trainer's Note: The following chart is on page ___ of the student guide. Allow participants time to discuss and fill in effective communication styles.

When considering effective styles of how we work with offenders, think about the following:

An Effective Style is NOT:	An Effective Style IS:
Confrontational	Empathic
Blaming	Genuine
Hostile	Honest
Demanding	Supportive
Commanding	Trustworthy
Wishy-Washy	Solution-focused/Hopeful
Non-Direct	Fair
Non-Specific	Consistent
Unclear	Contingency-based
Touchy-Feely	Interested
Sympathetic	Non-argumentative
Parenting	Non-Judgemental
Friend	

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What is Motivational Interviewing?

"People are generally persuaded by reasons which they themselves have discovered, than by those which have come through the minds of others."

Pascal- 17th Century Philosopher

Motivational Interviewing was developed by Miller and Rollnick. They defined it as a "person-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence."

Trainers' note: Source – Miller and Rollnick, 1991; 2002, page 25

The Spirit of MI:

There is an overall spirit or guiding set of perspectives that underlie Motivational Interviewing. MI is not a technique, but more a style, a facilitative way of being with people. It is a style that is concerned with avoiding resistance, resolving ambivalence and inducing change.

Rollnick (1999) provided the metaphor of the delicate dance....

"The practitioner will require all the skill and deftness of a dancer leading a partner through a sequence of movements, simultaneously leading and being led, keenly alert to subtle threats to the synchrony of the partnership, p. 75".

There are four distinct principles of motivational interviewing. They are:

Express Empathy

- Acceptance facilitates change.
- Skillful reflective listening is fundamental.
- Seek to understand the offender's perspective without judging, criticizing or blaming.
- Ambivalence is normal.

Trainers' Note; Empathy does not mean that you love, like, approve of, agree with or sympathize with another person. It does mean that you try to understand what the other person is telling you by seeing the situation through their eyes (Thompson and Jenkins, 1993).

Develop Discrepancy

- The offender rather than the probation officer/staff should present the arguments for change.
- Change is motivated by a perceived discrepancy between present behavior and important goals or values.

Roll with Resistance

- Avoid arguing for change.
- Resistance behavior should not be directly opposed.



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- New perspectives are invited but not imposed.
- The offender is the primary resource in finding answers and solutions.
- Resistance behavior is a signal to respond differently.

Support Self-Efficacy

- Belief in the possibility of change is an important motivator.
- The offender is responsible for choosing and carrying out personal change.
- The probation officer's own belief in the offender's ability to change becomes a self-fulfilling prophecy.

Ambivalence...

Change is about ambivalence ... When making a change, it is not simply a matter of making a "yes" or "no" decision because there are always pros and cons to change. Sometimes the pros outweigh the cons and we begin to move in the right direction. Sometimes the cons outweigh the pros and we get stuck or shift back.

If we understand and accept that ambivalence is a **NORMAL part of change** then we are better prepared to assist others to make changes in their lives.

"it's not so much that we are afraid of change or so in love with old ways, but it is that place in between that we fear ... It's like being between trapezes ... it's Linus when his blanket is in the dryer. He has nothing to hold on to!"

---Marilyn Fergusson.

GUIDED PRACTICE

Dealing with Ambivalence - How NOT to do it...

Trainer's Note: Divide the group into triads (groups of three). Have each person in the triad assume one of the following roles: The speaker, the lobbyist and the observer. In this exercise, have the speaker make a statement about something they feel strongly about. Have the lobbyist take an agreeing position and argue the point in accordance with the speaker. The observer is to observe what happens, and record their observations.

Speaker: Talk about something you feel two ways about. Think of something that elicits a strong emotional reaction from you.

Example: *I want to stay with my current job; however, there is no room for advancement".*



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Lobbyist: Take one side of the argument and argue strongly for that position.

Example: "*I feel strongly that you should stay with your current job ... security is important - not advancement. ...*"

Observer: Observe what happens as the lobbyist argues one side and record all observations. What are your impressions of how the speaker is feeling, how s/he is reacting, and the position that the speaker takes?

What this exercise was designed to show is how easily the speaker can be influenced against the lobbyist, just by the nature of the lobbyists comments. One of the key points of motivational interviewing is to reach a point where the offender will make a change statement, not to have one forced upon him/her by the staff member.

INSTRUCTIONAL INPUT

Dealing with Ambivalence

Ambivalence is like a balloon filled with water. When you press on one side the other side expands. It is the same when you tell someone that they SHOULD change or argue only one side of the ambivalence. When you argue in favor of one position, the offender will often take the other position.

By exploring ambivalence, both you and the offender will have a better understanding of the pros and cons for change. You will know the reasons for change (incentives) and the obstacles (disincentives) for change. Your behavior (i.e., as a probation officer) strongly influences resistance, which in turn is an excellent predictor of outcome.

- **How** you interact with the offender impacts on the change process.
- **What** you model impacts on the change process.
- What you say and **do impacts on the change process.**

You can influence change if you understand the importance of "ambivalence" and are willing to explore it. Rather than labeling the offender as resistant-begin to view "resistant behaviors" as a signal to try something different. Resistance was a term coined to describe a set of behaviors. Because resistance describes behavior and is not an "underlying character pathology" - we can help to change those behaviors.

Resistance behavior is like a signal to alert you that the offender is no longer with you. When you notice the offender is resisting change - then you have a



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clear signal that what you are doing is NOT working and that you should try something different.

GUIDED PRACTICE

Trainer's Note: This exercise is designed to show participants that by identifying wants, and then identifying behaviors that move them toward achieving that want is beneficial. This is the same process Mi seeks to develop with the offender population we supervise: clarify what they need to do, and the beneficial behaviors to get them to that point.

In your student guide on page _____ is a place to make a list of your 'wants'. Take a few minutes and reflect on your personal and professional life. Brainstorm a list of wants--- things that you would like to change; have more of; have less of; things that you want right now or things you will want as you get older.

1. Brainstorm at least 5 wants and write down each want.
2. Ask yourself what you will have to do differently to get what you want.

Write down a behavior beside each want that will help you move closer to that want.

Now that you have a list of "wants", organize them by priority in a column. Prioritize your "wants" by putting the TOP WANT at the top, and then the next second, etc. How did you make the decision regarding the TOP WANT?

According to Miller and Rollnick (2002) motivation has three critical components: readiness, willingness and ability.

Motivation is often a matter of priorities.

Trainer's Note: Ask the students to reflect for a moment on the offender who continually tells you that she would like to move back home. She realizes that she will have to follow her parent's rules such as going to school, staying clear of her old friends, and coming home on time. She is willing to do most of this but recently she has become involved with one of the guys that she is forbidden to see. She can't believe he is interested in her and feels very fortunate that he cares.

The extent to which the individual values change will have a direct impact on his or her willingness to address a problem or concern. Willingness or importance increase when there is a discrepancy between what is happening at present and what one wants or values for the future.



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Trainer's Note: Ask the students to reflect for a moment on the offender who informs you that he plans to resume using alcohol and drugs as soon as he completes probation. All of the charges faced by this offender were related to drug use. What is your challenge as a probation officer?

Research consistently shows that people who believe they can change (high confidence- self-efficacy) are more likely to succeed. For these individuals change is important. However, how to achieve change can be an obstacle unless confidence in their plan increases.

Trainer's Note: Ask the students to reflect for a moment on the offender who has average academic ability but is reluctant to go back to community college because she does not feel she can pass some of the compulsory courses.

High levels of motivation suggest that the individual is **READY** (prioritizes change), feels that change is **IMPORTANT**, and has **CONFIDENCE** that she is able to succeed.

1. Motivation is characterized by **AMBIVALENCE** and **RESISTANCE**. It is a state. It is fluid, dynamic, and can change from a commitment directed toward some course of action to a return to old behaviors.
2. Motivation is **NOT** a trait. It is not a defining personality characteristic.
3. Motivation is complex. To be successful the individual must believe that the change is important, have confidence he or she can be successful and be ready to work on the change in the immediate future.

INSTRUCTIONAL INPUT

How important is it to assess readiness for change in our offenders? Miller and Rollnick (2001) suggest that assessment is integral to the application of stage-matched intervention. By constantly exploring and assessing motivation the practitioner can apply interventions in an intentional way to elicit self-change talk and behavioral change.

Methods to Assess Motivation:

Change is predictable. It is a process that moves through the following well-defined stages:

- Pre-Contemplation
- Contemplation
- Preparation



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- Action
- Maintenance
- Relapse

People enter the system at different stages of readiness. People need to go through each stage without skipping stages. Each stage does not inevitably lead to the next. It is possible to become stuck at one stage. **Relapse is a normal part of the change process.** You can help to influence movement from one stage to the next by applying strategies that are effective at each stage.

As the offender passes through these phases of change, there are typical changes and specific behaviors to watch for. Presented in your student manual is a guide of these phases and typical behaviors. Let's take a few moments to read through the charts.

Phase I

Stage	Thoughts	Feelings	Behaviors
Pre-Contemplation <i>Not willing to make a change</i>	There is no point, I've tried and can't; I don't see any problem; so I _____, big deal; Everyone does the same thing; I'm just not willing to change; I don't see the need for change	Indifferent, sometimes surprised when told about heir behavior, complacent, defensive, antagonistic	Not considering any change, doesn't recognize any problem, persists in behavior even if suffering negative consequences
Contemplation <i>Uncertain about change, ambivalent</i>	Maybe there is a problem, but it's not all my fault; I guess I should do something because if I don't...; Sometimes it's bad, but I can handle it; I'll try, but I'm not sure I can do it	Irresolute, wavering, hesitant, double-minded, half-hearted, undecided, unsettled, uncertain	Fluctuate, may retract their commitment, debate the issue, compromise

Phase II

Stage	Thoughts	Feelings	Behaviors
Preparation:	I can't keep on	Resolved,	Takes



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<i>Ready to make a change sometime soon. Committed</i>	this way; something's got to change; It's time; I'll try; What should I do?	committed, determined, willing, compliant, decided, sincere, earnest	control/responsibility; openly talks about how bad things really are; seeks advice/information; may have already made some small changes
Action <i>Doing something different</i>	Why didn't I do this before; This is hard but things are finally getting better; This is working; Others are noticing improvement	Enthusiastic; reflective, attentive, active, energetic, excited, intense, healthy, wholesome, invigorated, optimistic	Doing something different; engaged in treatment; learning and practicing skills; trying our new ways; accepting advice
Maintenance <i>Hanging on to change</i>	I worked hard for this I don't want to let it go; I have to keep working at this; It was a bit harder than I thought, but I know what I need to do; If I do that, I'll be right back where I started; Don't give up now	Accomplished, capable, steadfast, confident, assertive, proud, in control, persistent, courageous, undaunted, steady, solid	Avoid old habits, recognize successes, watch for trouble, lean be more about skills, repeated practice, build support, learn to apply skills in more and various situations

Relapse Phase, what to listen and look for

Stage	Thoughts	Feelings	Behaviors
Relapse <i>Return to old behavior</i>	This is too hard; I can't keep doing this; I've got it beat, I don't have to do all that stuff; I can take some chances	Guilty, tired, helpless, defeated	Falls back into old habits, stops using skills, avoids support group, half-hearted attempts; excuses and justifications return

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INSTRUCTIONAL INPUT

When intervening with offenders in the pre-contemplation and contemplation stages, our goal is to move towards commitment to change.

The acronym OARS is used to signify the essentials for change. It is:

Open-ended questions

Affirmations

Reflective listening

Summarizing

These skills can be used to elicit change via the use of open-ended questions. One method of building motivation is to use a style of questioning that is quiet and curious. Ask questions that cannot easily be answered with a brief reply, and that encourage offenders to do most of the talking. Our role is to encourage the offender to express concern about the problem and to recognize and explore the problem.

Open-ended questions generally begin with:

What

How

Tell me about ...

Questions to avoid are the WHY? Questions. They do not encourage the type of introspection that elicits change. They more frequently focus on placing or assigning blame.

INSTRUCTIONAL INPUT

To further clarify your understanding of open-ended versus close-ended questions, turn to the chart on page ____ of your student guide. Take a few minutes to complete the 15 questions.

Open	Closed	Is it open or closed question?
		1. What do you like about marijuana?
		2. Where did you grow up?
		3. What do you want to do about your drinking: quit, cut down, or stay the same?
		4. Are you willing to join the group?
		5. What brings you here today?



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		6. Do you want to stay in this relationship?
		7. Have you ever thought about walking as a simple form of relaxation?
		8. Is it important to have meaning in your life?
		9. In the past, how have you overcome other obstacles in your life?
		10. Are you willing to try this for a week?
		11. In what ways is your anger a problem for you?
		12. Do you care about your family?
		13. What are the most important reasons why you want to manage your emotions?
		14. What do you want to set as your quit date?
		15. Is this an open-ended question?

GUIDED PRACTICE

Trainer’s note: In their small groups, have the students consider the following information for offender Lewis Smith. Have one group member take the role of Smith, have one take the role of the interviewer. Remaining group members are observers and note takers. In part one of the role play, have the interviewer utilize close-ended questions and statements (that elicit ‘yes’ or ‘no’ answers). Take five minutes for Part one. In Part two of the role play, have the interviewer ask open-ended questions. Take five minutes for part two. At the conclusion, have the observers compare their notes, and present info the larger group as a whole.

Review the following information for LEWIS SMITH

Age: 39

Criminal History: DUI x 21 Assault and Battery

Family: Married with 2 children

Work: Full time construction for 2 years

Substance Use: Daily drinker with a history of cocaine use

Part I: Working in pairs, play the following roles:

Lewis Smith: Use the information above to play the role of Lewis Smith. Respond to questions in a natural way.

Interviewer: Use closed questions to elicit information with respect this offender's motivation to change.

Allow five minutes.

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For part two: Continue in the same roles. Interviewer should now ask open-questions.

Ask Participants: What did you observe during this process?

Possible Answers: Have the note takers share their observations with the group

INSTRUCTIONAL INPUT

The affirmation statement is often overlooked, it can also be of benefit to the motivational interviewer. Affirmative statements support, encourage, reinforce and acknowledge appropriate attempts made by the offender. Though the easiest, this strategy is often the most neglected. When working with offenders, it is critical to be clear about what you are affirming. Think of what it is that you approve of and very clearly and concisely tell the offender.

Effective example: *"I can appreciate how difficult it must be to answer all of these questions and I am really impressed with how open you have been."*

GUIDED PRACTICE

Trainer's Note: Break the group into triads: one speaker, one listener and one observer. Provide the following instructions.

Speaker: Select a topic that you would like to talk about from the list below or choose your own topic:

Things that people do that bother you most

Important qualities in a friend

The US response to terrorism

Attitude toward the war on drugs

You will be given approximately 1 minute to talk about the topic of your choice. Talk to the interviewer and continue to talk until you are told to stop.

Interviewer: Listen closely to what the speaker says. After the speaker is asked to stop talking you will be given 15 seconds to summarize what they have said.

Observer: Closely monitor the discussion so that you can provide feedback to the speaker and interviewer. Let the discussion continue for one minute



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and then ask the pair to stop. Ask the interviewer to repeat what the speaker has just said using the same words and inflections as much as possible.

Conduct the following discussion:

1. Ask the speaker if the interviewer's repetition was accurate and if not, in what way it was inaccurate: Different words? Different meanings? Different inflection of voice?
2. Ask the interviewer if he or she agrees with the feedback. If not, where is the disagreement?
3. Offer feedback to both the speaker and interviewer.

INSTRUCTIONAL INPUT

Reflective listening is one of the most powerful strategies to demonstrate to the offender that you are concerned and interested in what they are telling you. It is an essential tool used to build empathy and rapport. It is used to defuse defensiveness and to enhance motivation.

Reflective listening involves making statements designed to show that you understand the meaning of what the person is saying. By using reflective statements, as opposed to questions, you encourage the offender to continue talking and expressing his or her view and feelings. Reflective listening is the foundation on which other skills are built. These statements can also be used as a safe fall back while building rapport, particularly when you feel stuck.

While there are numerous listening tips - overall, good listeners have the following characteristics. They:

- Assume the burden of communication.
- Keep an open mind during the communication.
- Attend to the non-verbal and verbal messages communicated by the offender.

There is a way of thinking that accompanies good reflective listening. It includes interest in what the person has to say and respect for the person's inner wisdom. This does not imply that you have to agree with what the person is saying. Rather, it is critical to attempt to understand the "GIST," the real meaning, of what the person is communicating.



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A key element of reflective listening is hypothesis testing. Remember, what you think a person means may NOT be what they really mean.

A good reflective response tests a hypothesis, it asks, in a way:

- "Is this what you mean?"

Reflective statements often start with the following ...

- "So you feel ..."
- "It sounds like you ..."
- "You're wondering if.."

There are many different types of reflective statements. They move from simple to deeper forms.

Repetition

This is the simplest form of reflection. Simply repeat a word or part of what was said. Do not add anything new.

Rephrase

Stay close to what the person is saying by taking some part of what the person says and substituting this with a synonym or slight rephrase in your vocabulary. Here you are adding to and building on what was said. For example:

Offender: "I really hate my job. Everyone is always on my case to do this and get that done ... "

Interviewer: "You feel like everyone is demanding a lot from you ..."

If you are correct, they will continue to talk and explore; if you are incorrect, they will say "no" and then it is up to you to start to clarify.

Paraphrase

This is a major statement in which you are inferring or drawing together the meaning in what they are saying and reflecting it back to the offender in different words. You are adding something to it. The goal of paraphrasing is to get the offender to explore and clarify issues.

Offender: "I really hate my job. Everyone is always on my case to do this and get that done ..."

Interviewer: "Sounds like the pressure is too much for you right now."

Reflection of Feeling



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This is the deepest form of reflection. It is a paraphrase that emphasizes the emotional dimension of the message.

Offender: "I really hate my job. Everyone is always on my case to do this and get that done ..."

Interviewer: "Sounds like you are really frustrated right now."

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TRAINER'S NOTE: Refer the students to page _____ in their manual. Have them read the case example, rephrase the statement and then have them paraphrase the statement. They can use the blank lines provided in their workbooks. Allow 3-5 minutes for each case example. Ask for students to share their efforts with the whole class once completed.

For each of the sample statements below generate a rephrase and a paraphrase.

Case Example #1:

Jim is 25 years of age and was recently charged with assault following an altercation with a neighbor. The neighbor accused Jim of letting his dog run loose on his property. The dog destroyed part of the neighbor's garden while digging for a bone. When confronted by the neighbor, Jim became abusive and threatening. The verbal abuse escalated to physical violence. The neighbor ended up in the hospital with a broken nose and collar-bone. This is Jim's first contact with a probation officer.

"My neighbor started the whole fight. He actually accused me of deliberately training my dog to dig up his garden. I can't control everything my dog does ... but then he threatened to poison my dog and that was it. "

Rephrase:

Paraphrase:



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Case Example #2:

Sarah is 33 years of age and has three small children. She has recently been charged with shoplifting and possession of stolen property. She has had no previous contact with the criminal justice system however, openly admitted that this was not the first time that she has shoplifted.

"I know that it's not right to steal and I really don't want to get into trouble again but it's really hard not too when other families have all this great stuff for their kids - and my kids have nothing. "

Rephrase:

Paraphrase:

Case Example #3:

Nelia is 26 years of age and has several convictions including possession of narcotics, two assaults and failure to comply with probation. She has been in a drug and alcohol program for the last three months and is extremely frustrated because she was recently informed she is expected to complete an anger management program as a condition of her probation order.

"I can't believe this. They tell me I have to go through this stupid alcohol and drug program. So I stick it out for three months and now they want me to do something else. It's not fair they promised me if I did the drug and alcohol counseling then I would not have to report so often."

Rephrase:

Paraphrase:



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Good job! Now you see the importance of recognizing the difference between these two concepts. When we rephrase we are repeating back what we have heard, When we paraphrase, we take what we heard and put it into our own words.

As important as our mastery of rephrasing and paraphrasing needs to be, it is also important for us to have the ability to summarize what we hear from the offenders we deal with.

INSTRUCTIONAL INPUT

Summarizing is a special application of reflective listening which link together discussed materials, demonstrate careful listening and prepare the offender to move on.

A transitional Summary usually has three parts:

1. the pros
2. the cons
3. an invitation to continue ('what else?')

These summaries can be especially helpful in expressing an offender's ambivalence around an issue. It is one way to allow the person to examine the positives and negatives simultaneously, acknowledging both are present. The following linking phrases can be useful:

"On the one hand..."

"On the other hand..."

"At the same time..."

A major summary is one that comes at the end of meeting or a significant content unit and may be more formal. For example, use this strategy during the risk need assessment after each category is reviewed. It may begin with a statement indicating that the correctional practitioner is attempting to summarize (though that is not always necessary).

For example:

"Let me see if I understand what you have told me so far..."

Or

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“Okay, here’s what I have heard so far. Listen and tell me if I’ve missed anything important...”

Special attention should be given to the inclusion all of the offender’s statements that suggest recognition that there is a problem, express concern about the problem, reasons for change, and optimism about change – which we will term as “change talk.”

For example:

“So far, you’ve mentioned to me that work is really frustrating for you and that people are always pushing you to do things. You also said that one of the reasons people get on your case is because you can’t do the overtime they would like you to do. Is that right?”

If an offender has expressed ambivalence, it is useful to capture both sides of the ambivalence in the summary statement. (This is also referred to as double-sided reflection).

For example:

“So it sounds like on the one hand you would really like to get people off your back at work. You seem really interested in keeping this job because it pays well. On the other hand, to do this you would have to be willing to work overtime and that takes you away from your family and would mean spending less time with your friends.”

It is legitimate, particularly in a transitional summary, to include information that is available from sources other than the offender (e.g. from courts, family, etc.). Don’t ramble on – make your summary concise. End with an invitation for the offender to respond, such as:

How did I do?

What have I missed?

So if that is a fair summary, what other points are there to consider?

Is there anything else you want to correct or add to what I have said?

Another beneficial method of obtaining information from an offender is via the use of evocative questions. This is a very direct approach using open-ended questions to explore the offender’s own perceptions about his/her concerns. There are eight categories of evocative questions, which can be used in any sequence. They are:



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Elaboration

Once a motivational topic has been raised it is helpful to ask the offender to elaborate on the problem. This will reinforce the theme and elicit further self-motivational statements. The best way to do this is to ask for examples and clarification as to why and how much and in what way is each a concern.

Scaling Questions

Earlier we introduced you to the scaling method to assess importance and confidence. On a scale of 1 – 10, with 10 being very important and 1 being not so important, how do you feel about change?

Using extremes

Asking the offender to explore worse case scenarios by asking the offender to describe or imagine the worst possible consequences for a described action.

Looking back

Asking the offender to remember times before the problem emerged, and to compare those times with the present situation.

Looking forward

Similar to 'looking back,' this strategy encourages the offender to project into a hypothetical future. It helps the offender to envision what the future (one to five years from now, for example) would look like if no change is made, and compare it to if a change had been made. It also helps the offender to explore his/her hopes for the future.

Looking for exceptions

This strategy is designed to assist the offender to explore existing strengths. Ask him or her to recall a time when things were different – when the behavior problem wasn't there and tell you (1) what was different ; and (2) what he or she was doing differently. Ensure that the offender identifies at least some things that he or she did to make the situation different.

Exploring goals

This is a powerful tool for evoking self-motivational statements and change. With its approach you ask the offender to tell you what things are the most important in his/her life, what values or goals does this



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person hold most dear? The purpose of this exploration is to discover ways in which the problem behavior is inconsistent with or undermines important values and goals for the offender. In other words, you are looking for discrepancies in what the person values and what the person actually does.

This tool is about exploration and is designed to assist the offender to increase recognition of the problem.

Decisional Balance

A helpful way to encourage offenders to discuss the positive and negative aspects of their present behavior is the decisional balance. They may be asked to discuss what they like about continuing the problem behavior and to list what they don't like about it.

This has the advantage of getting the offender talking and feeling comfortable as well as clarifying both sides of ambivalence.

INSTRUCTIONAL INPUT

The use of what are called evocative questions can also help to motivate the offender for change. These questions are designed to require the offender to think and process the question prior to answering it. The interviewer, using the reflection skills we have already discussed, can better ascertain the offender's readiness for change by utilizing questions such as these.

Some examples of evocative questions can be found on page ____ of your student guide. Let's take a look at a few of them:

- What worries you about your current situation?
- What makes you think that you need to do something about your problem?
- What difficulties or hassles have you had in relation to your problem?
- What is there about your behavior that you or other people might see as reasons for concern?
- In what ways does this concern you?
- How has this stopped you from doing what you want to do in life?
- What do you think will happen if you don't change anything?
- How would you like for things to be different?
- What would be the good things about changing?
- What would you like your life to be like five years from now?



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- If you could make this change immediately, by magic, how might things be better for you?
- What are the main reasons you see for making a change?
- What would be the advantages of making a change?
- What makes you think that if you decide to make a change, you could do it?
- What encourages you that you can change if you wanted?
- What do you think would work for you if you decided to change?
- When else in your life have you made a significant change like this? How did you do it?
- How confident are you that you can make this change?
- What personal strengths do you have that will help you succeed?
- Who could offer you helpful support in making this change?
- What are you thinking about your involvement with the courts?
- I can see that you are feeling stuck at the moment. What's going to have to change?
- What do you think you might do?
- How important is this to you? How much do you want to do this?
- What would you be willing to try?
- So, what do you intend to do?

As participants: Having looked at these questions, which do you feel you would be most effective in using?

Possible answers: Will vary

Ask Participants: How do you feel this type of evocative question would be more beneficial than another type?

Possible answers: these require the offender to think before answering, may make it easier for the offender to simply say 'what they think we want to hear', provides insight as to which questions to ask next, helps to provide valid information toward our reports

Good answers. By utilizing these questions we can help the offender to see a need for change. It may even be expressed in their answers to the questions.

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Trainers' Note: Refer the small groups to the information presented for offender Lewis Smith. Have one person in each group portray Smith. Have another portray the interviewer. Using the evocative questions previously discussed (or others) allow the groups three to five minutes to ask Smith the evocative questions. Advise Smith to respond in a natural way.

Offender Lewis Smith

Age: 39

Criminal History: DWI x 2; Assault and Battery

Family: Married with 2 children

Work: Full-time construction for the past two years

Substance Use: Daily drinker with a history of cocaine use

Using the provided evocative questions, what type of information were you able to ascertain in your groups? Was the offender able to identify any benefits of attending the program? Did he express any concerns about using alcohol? Do you think evocative questions helped the offender shift to the contemplation stage?

INSTRUCTIONAL INPUT

A concept called 'decisional balance' has also been identified as important to MI. Just as recognizing the relationship between wants and needs is important to change, so is judging the offender's readiness to make a decisions. Once the desired behavior has been identified, the interviewer can help the offender identify their decisional balance.

To be effective, the offender must develop their own pros and cons (benefits and concerns) about the decisions they are making. The interviewer should not interject their own. It may be beneficial to have the offender complete a Decisional Balance Sheet similar to the ones presented in your student guides on page _____. Let's take a look:

Decisional Balance

Name: _____

Date: _____

Target Area: _____

Deciding Not to Change		Deciding to Change	
Benefits (+)	Concerns (-)	Benefits (+)	Concerns (-)



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How confident are you that it is possible to change the behavior?										
1 2 3 4 5 6 7 8 9 10										
Not Confident					Very Confident					
How important is it to you to change the behavior?										
1 2 3 4 5 6 7 8 9 10										
Not Confident					Very Confident					



Once the decisional balance has been reached, we can then move on to assisting the offender in prioritizing their motivations and assessing them (or their readiness for change). It is important for the motivational interviewer to prioritize the offender's goals, not the interviewer's goals.

INSTRUCTIONAL INPUT

Prioritizing is perhaps the most simple of all motivational strategies and yet it is one that many interviewers fail to use. The technique requires that you ask offenders where they would like to begin and letting the offender set the agenda or the pace for the interview.

The interviewer can then encourage self-change talk and strengthen the commitment to change by asking the offender to decide which of the priority targets concerns him/her the most. Ask the question: "What do you feel is the greatest area of concern for you right now?" "Which of the priority targets do you think we should focus on?" Ensure that both you and the offender are clear about the priority target. Begin by describing the priority target in behavioral terms so that it is something that is changeable.

If you are having difficulty specifying this priority target as a problem behavior, then focus on the most recent incidents where the offender has experienced problems and conduct a situational analysis similar to this one:

- When does the problem behavior occur?
- Where does the problem behavior occur?

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- What does the problem look like? (If we were to watch a videotape of the problem, what would we see, hear, etc.?)
- With whom does the problem occur?
- What happens as a result of the problem? Consequences (pros and cons) for offenders and others.

At the assessment stage, you will be assessing motivation and building commitment. Before leaving this stage you and the offender should have a good understanding of the reason why change is important and the barriers that might interfere with success.

INSTRUCTIONAL INPUT

In addition to the prioritizing and decision skills that we have so far addressed today, the offender must invest himself/herself in making the change. You, as the interviewer, will assess the issue of 'importance'. That is, how important is this issue to the offender>

You and the offender will have agreed on a target behavior that the offender has expressed an interest in changing. The primary goal now becomes to strengthen that offender' commitment for change, and to clearly specify the behavioral outcomes you are seeking.

This may appear initially easy, but be careful to not to assume that simply because the offender has agreed to work on a behavior, that he or she values making that change. To help in these endeavors, let's review some strategies for increasing importance:

1. Do little more (in areas of extremely low levels of importance)
2. Scaling and evocative questions
3. Explore concerns about the problem
4. A hypothetical 'look over the fence' ("Let's imagine for a moment that you did make the change...")
5. Examine the pros and cons (Complete the decisional balance sheet)

Sample questions for increasing importance:

- "What would have to happen for it to become much more important for you to change?"
- "What would have to happen before you seriously considered changing?"
- "If you were to change, what would it be like?"

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- “What are some good things about [current behavior]? What are some of the worst things?”
- “What are the things you like about [current behavior]? What are some of the things you dislike?”

If the offender’s confidence is low, there are also some strategies for increasing confidence. These include:

1. Do little more
2. Scaling questions (“Why so high?”; “How can you go higher?”)
3. Brainstorm solutions
4. Look for exceptions (past efforts – successes and failures)
5. Re-assess confidence

There are also targeted questions that can be asked to increase confidence. They are:

1. “What would make you more confident about making these changes?”
2. “Why have you given yourself such a high score on confidence?”
3. “How can I help you to succeed?”
4. “Is there anything that you have found helpful in previous attempts to change?”
5. “What have you learned from the way things went wrong the last time you tried?”
6. “If you were to decide to change, what might your options be? Are there any ways you know about that have worked for other people?”
7. “Is there anything you can think of that would help you feel more confident?”

Trainer’s Note: the sample questions to increase importance, low confidence and questions to increase confidence are excerpted from Rollnick, Mason and Butler, 1999.

By utilizing questions such as these, you will be able to help the offender negotiate his/her way through ambivalence and to a point where change can occur.

INSTRUCTIONAL INPUT



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Each of us has had varying experiences when interviewing offenders. We have also been presented with what could be termed ‘stumper statements.’ These are the statements that, when presented by the offender, side-tracks the interview process. Often, this ‘stumper’ is almost impossible to recover from.

As we begin to wrap-up today’s presentation, let’s see if we can develop some responses to those ‘stumbers’ from our past.

Trainer’s Note: In the large group format, refer the students to the chart on page ___ of their manuals. In a round-robin format, go around the room and have the group share ‘stumper statements’ and brainstorm for appropriate responses. A sample list is provided here, actual statements and responses may vary.



‘Stumper Statement’ that indicates strong levels of resistance	Possible response to help decrease resistance and increase cooperation
The directives are too difficult for me to meet.	You’re working hard to try and comply with the directives.
There are just too many directives for me to be in compliance.	Sounds like you’re frustrated with the directives.
It’s just easier for me to continue the behavior.	You don’t think that changing your behavior would benefit you.
Nobody really cares about me anyway.	It seems to you no one cares about you.
I’m only hurting myself, no one else.	You might be better off if you just continue this behavior.
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.
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.
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.
I don’t think its right that I have to pay restitution.	It’s hard to imagine how paying restitution could fix your problems.
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 spent on things you choose.

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EVALUATION and CLOSURE

Motivational interviewing provides practitioners with a theoretical model in which to apply brief intervention strategies in an intentional way. Remember that the key to this approach is collaboration and respect. Motivation is an important Responsibility issue.

We can decrease resistance by exploring ambivalence and continually assessing the level of motivation.

A review of our performance objectives from this morning:

1. Demonstrate how to use MI in day-to-day work with offenders through the introduction of a six-step model to build an effective case plan;
2. Differentiate between change myths and change facts;
3. Practice brief intervention strategies via focus on intentional motivational interviewing;
4. Emphasize the importance of risk-reduction strategies for introducing interventions to increase compliance with directives.

For those of you who seek additional information on motivational interviewing, resources on the world-wide web can be found at:

www.motivationalinterview.org

