



Motivational Interviewing  
For Clients with Forensic Histories – Part Two  
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+ Welcome back!



**IT'S NOT THAT SOME PEOPLE HAVE  
WILLPOWER AND SOME DON'T  
IT'S THAT SOME PEOPLE ARE READY  
TO CHANGE AND OTHERS ARE NOT**

CARL SANDBURG

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+ When to use MI?



- At the beginning of treatment
- When a client is (finally?) ready to discuss a topic with you
- When an issue emerges in treatment
- When it's been a few months since the last time you did a formal motivational interview with them about the topic (booster effect)

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**"When people are ready to, they change. They never do it before then, and sometimes they die before they get around to it. You can't make them change if they don't want to, just like when they do want to, you can't stop them."**

Mike Wron & Andy Warhol (1983), Andy Warhol in His Own Words



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### + What are some good topics?

- Substance-related problems (including smoking)
- Medication adherence
- Adherence to program rules; following the court's instructions
- Dealing drugs or other criminal behavior
- Domestic violence
- Employment/education problems
- Poor peer relations
- Recreation/leisure problems
- Adherence to particular diet/exercise regimens related to diabetes, heart disease, etc.

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"The major problems in the world are a result of the difference between how nature works and the way people think" -Gregory Bateson



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## + Reflective Listening – a Core MI Skill

- Reflective Listening - levels
  - Repeating
  - Using a synonym
  - Complex reflections:
    - Saying what you believe the client meant or means to say; how they're feeling; where they're going
      - Also: metaphors, continuing the paragraph
    - Summarizing

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Sometimes  
the people  
around  
you won't  
understand  
your journey.  
They don't  
need to,  
it's not for  
them.

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## + Why train your corrections staff in MI?

- Clients are more likely to self-disclose – better for any kind of information gathering (e.g. assessment interviews)
- Reduces client resistance
- Provides a structure for advancing behavior change
- Prevents staff burnout and stress
- Humanizes the corrections paradigm

Bogue, Brandford, and Nandi, Motivational Interviewing in Corrections: A Comprehensive Guide to implementing MI in Corrections. Washington, DC, National Institute of Corrections, 2012

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

—BLAISE PASCAL

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### + How to Learn MI?

- Workshops: Introduction typically 2-3 days or equivalent
  - (preferably with follow-up and feedback)
- Reading MI material
- Viewing training videos
- Watching or listening to your own taped sessions
- Supervision, consultation, and coaching
- Peer encouragement

W.R. Miller, C.E. Yahne, T.B. Moyers, J. Martinez, and M. Pirritano, "A Randomized Trial of Methods to Help Clinicians Learn Motivational Interviewing," *Journal of Consulting and Clinical Psychology* 72(6):1050-62, 2004.

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### + Supervising and Coaching MI

- Supervising MI – what program managers can do
  - Create cultural shifts – new cultural norms – *whether or not the supervisor is skilled in MI this can be done*
  - Develop communities of practice – support formation of peer coaching groups where people can role-play and practice
  - Mobilize resources – Buy books, videos; send people to trainings; identify MI champions and assign them strategically so other staff can see and learn from them – both from their skills and their infectious enthusiasm

Bogue, Brandford, and Nandi., *Motivational Interviewing in Corrections: A Comprehensive Guide to Implementing MI in Corrections*. Washington, DC, National Institute of Corrections, 2012

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## + Supervising and Coaching MI

- Clinical supervision - Helps staff develop:
  - Self-awareness about how the staff member is affecting and being affected by the client
  - Up-to-date knowledge about MI theory and practice
  - Better MI skills

Bogue, Brandford, and Nandi, Motivational Interviewing in Corrections: A Comprehensive Guide to Implementing MI in Corrections. Washington, DC: National Institute of Corrections, 2012.

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## + Supervising and Coaching MI

- Coaching MI
  - Could be:
    - a supervisor, a peer, a staff person designated to be an MI coach, or an person outside the agency like a consultant or MI instructor hired to assist staff with MI skill development in a particular area or areas
  - Could be:
    - A single request to increase specific MI consistent behaviors that the person wants help with (e.g. eliciting "change talk")
    - Regular meetings where multiple coaching topics and strategies are used depending on a schedule and/or what's needed from the group at that time

Bogue, Brandford, and Nandi, Motivational Interviewing in Corrections: A Comprehensive Guide to Implementing MI in Corrections. Washington, DC: National Institute of Corrections, 2012.

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## + A potential roadblock

- Mandatory MI training
  - Reflective listening obstacles
  - Impact of reluctant or incapable learners on group
  - Training, feedback, coaching take time – best to start with a motivated and capable pilot group than a mandatory "all hands on deck" roll-out
  - "Forcing" staff to learn and use MI is at odds with MI spirit and principles

Bogue, Brandford, and Nandi, Motivational Interviewing in Corrections: A Comprehensive Guide to Implementing MI in Corrections. Washington, DC: National Institute of Corrections, 2012.

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## + Why “piloting” makes sense

- Your agency can:
  - Create a deliberate “**selection effect**” for who is to be involved in the initial implementation
  - **Identify problems** not previously anticipated and avoid inflicting them on your entire organization
  - **Identify opportunities** not previously anticipated
  - Assure that fewer resources will be wasted in the full implementation by first assembling, coordinating, and aligning on a small scale all the **necessary** drivers for success.

Bogue, Brandford, and Nandi, Motivational Interviewing in Corrections: A Comprehensive Guide to Implementing MI in Corrections. Washington, DC, National Institute of Corrections, 2012

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## + Stages of Change – Clients and Staff

Precontemplation	“I won’t” and/or “I can’t”
Contemplation	Both good reasons for and against change
Preparation	“I want to but...”
Action	“I’m doing it”
Maintenance	Now a habit – risk of lapse or relapse

Prochaska and DiClemente

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## + Disarming the Naysayers

- “I’ve been doing it this way for 20 years. I know what works.”
- “Aren’t you just repeating what the client says? I tried that once and the client got angry.”
- “You can’t make me use this MI stuff.”
- “MI is b.s. ! What this client needs is to be told what they need to do and the consequences of what’ll happen if they don’t change. That’s what helped me.
- “I read an article about it. I don’t think it’s any different from what I’m doing already.”

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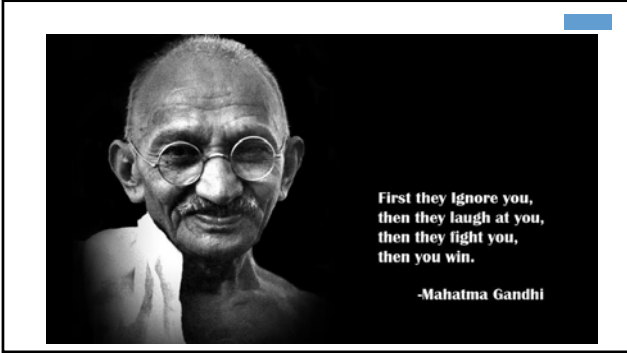
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**+ Common Difficulties in Learning MI**

- Openness to changing old behavior and integrating
- Proficiency in reflective listening
- Eliciting and recognizing "change talk"
- Summarizing
- Transitioning to other therapeutic methods
- Not practicing enough outside of sessions and getting feedback from experienced MI clinicians

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**+ Don't Give Up**

■ "We pay a heavy price for our fear of failure. It is a powerful obstacle to growth. It assures the progressive narrowing of the personality and prevents exploration and experimentation. There is no learning without some difficulty and fumbling. If you want to keep on learning, you must keep on risking failure all your life."

--John W. Gardner

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**+ Enjoy the rest of the conference!**

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**Thanks and Credits**

- Many thanks to Dr. William Miller and Dr. Stephen Rollnick who have deeply influenced me both personally and professionally.
  - Motivational Interviewing: Third Edition: Helping People Change, Miller and Rollnick, 2012
- Also thank you to everyone at the California Forensic Mental Health Association for inviting me to speak at this conference.

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