

Criminal Justice Platform Europe

Summer Courses, Barcelona - 4th to 7th July 2017

Workshop Report

Workshop Title: Engaging Offenders to Change – Understanding Resistance and Motivational Interviewing.

Moderator: Sue Hall

Leader 1: Tim Chapman (Northern Ireland)

Leader 2: Paul Delaney (Ireland)

[Speaker/expert] Tim Chapman (Northern Ireland) '*Respect, Relationship and Responsibility: how restorative values support engagement, desistance and deradicalisation*'.

Participants: 15 delegates from 8 countries (Belgium, Catalonia, Finland, Ireland, Italy, Jersey, South Africa, United Kingdom)

Notes: Sue Hall

Impression: The workshop was well attended and very participative. The focus was on understanding offenders' behaviour and the techniques and strategies for engagement, with delegates enthusiastically taking part in discussion and role play.

Introduction

The workshop was had two parts: Tim Chapman focused on understanding resistance (sessions 1 and 2) . Paul Delaney gave an introduction to a model of behavior change and the practice of motivational interviewing (sessions 3-5).

Understanding Resistance and Engagement

Session 1. The group built up a picture of a fictional persistent offender (Kevin) looking at him at the ages of 4, 9 and 15 and his experiences of rejection and humiliation.

Tim introduced the concept of the 'protection racket' – an anti-social way of behaving which is the individual's way of protecting themselves in a hostile and untrustworthy world.

Whenever they feel threatened, they revert to using their 'protection racket' to hit away the threat.

Session 2 – looked at how difficult it was for someone to leave a gang. The 'racket' is sustained by the individuals sense of purpose, their identity, their beliefs and values, their capabilities, their behaviours and the environment. These all give the message (the 'condemnation script') that the individual does not believe they can change.

Tim looked at the importance of shame as a driver of behaviour

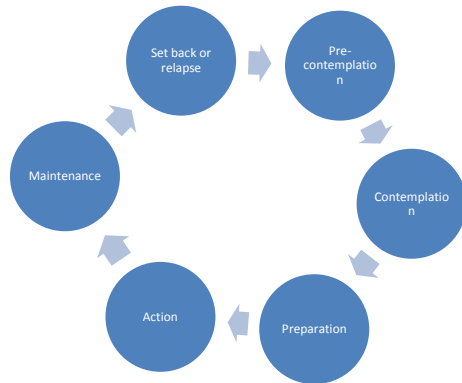
Tim looked at models for addressing challenging behavior and the importance of the facilitator understanding their own response:

- Anger – holding to account with little support, punitive
- Fear – neither holding to account not supporting
- Sympathy – being permissive and rescuing without holding to account
- Respect – acting restoratively – a more balanced approach.

Session 2 concluded with looking at how a restorative approach can change the 'condemnation script' to a 'desistance script' in which they believe that can change their patterns of behavior by changing the way they see themselves and the world.

Motivational interviewing.

Session 3: Paul introduced model of the stages of change based on Prochaska and Di-Climente.



This suggests that rushing to action is more likely to fail if the earlier stages (pre-contemplation, contemplation and preparation) have not been addressed. Most clients are at the pre-contemplation or contemplation stage and therefore not yet ready to change. Motivational interviewing aims to help the client develop their own intrinsic motivation for change.

The key elements of the spirit of motivational interviewing (MI) is one where there is a partnership between the facilitator and the client. The facilitator accepts and empathises with the client and shows compassion. The approach is one which emphasises that it is the client who makes the change, not the facilitator.

MI has four fundamental principles which underpin the practice. The facilitator should:

- Show acceptance and empathy;
 - Aim to help the client recognize a discrepancy (cognitive dissonance) between their present behavior and important goals to motivate change;
 - Evoke change talk – develop client's own intrinsic motivation for change;
 - Support self-efficacy – the client is responsible for carrying out personal change. Can be supported by positive feedback.
-
- Different strategies are needed for different stages of change

Session 4 looked at the four key processes of skilful motivational interviewing (drawn from Miller and Rollnick):

- Engaging – in a collaborative working relationship
- Focusing – seeking and maintaining direction
- Evoking – the facilitator evokes the client's arguments for change
- Planning – assisting the change process to occur through careful planning

To highlight the importance of these, delegates did a role-play in what is 'not MI' – we each played the 'facilitator from hell', with heavy advice giving, bullying, blaming, criticizing!

MI is not about 'making things right' – doing it 'for' the client. The motivation to change must come from within the client.

Session 5 continued with putting MI into practice. Paul and Tim did a role play in which Paul interviewed a resistant Tim. Delegates were asked to observe which OARS strategies Paul was using:

- O - Open ended questions
- A - Affirmation
- R - Reflective listening
- S - Summarising

Some more advanced strategies were also considered:

- Pro's and cons – what is good and 'not so good' about their current behaviour
- Importance to change scale – asking the client to rate how important the change is to them
- Confidence to change scale – similarly, rating their confidence about making the change.

Other more advanced strategies are described in presentation.

Workshop Methods

The workshop was a mixture of teaching, discussion and exercises. It was very participative with delegates being encouraged to ask questions and raise issues throughout.

Key Learning Points and Implications for Practice

The main learning points were:

- understanding how an offender's experience of rejection and humiliation can lead to resistance to engage with people trying to help;
- the cycle of change and the importance of not trying to encourage an offender to move to action before they are ready to consider change;
- how motivational interviewing techniques can be used to support an offender in moving through the cycle of change and developing their own intrinsic motivation to change.

Appendices

1. Presentation: Tim Chapman's presentation
2. Presentation: Workshop on Engaging Offenders to Change – Paul Delaney
3. Handouts:
 - Engaging in Change - Practice Handbook, Tim Chapman
 - Eight tasks in learning motivational interviewing
 - Nine strategies for evoking change talk
 - Decisional balance worksheet – for use in change planning
 - MI strategies – OARS and scales
4. Presentation: Tim Chapman (Northern Ireland): *'Respect, Relationship and Responsibility: how restorative values support engagement, desistance and deradicalisation'*.

References

Prochaska, JO and DiClemente, CC (1984) *The Transtheoretical Approach*

Maruna, S (2001) *Making Good*

Miller, WR, and Rollnick, S (2013) *Motivational Interviewing – Helping People Change*