

International Criminal Justice Summer Courses

Workshop on Engaging offenders to change

- using the Principles and Strategies of Motivational Interviewing

Barcelona 4th to 7th July 2017

Motivational Interviewing

- and dealing with offender resistance

Our course objectives are:

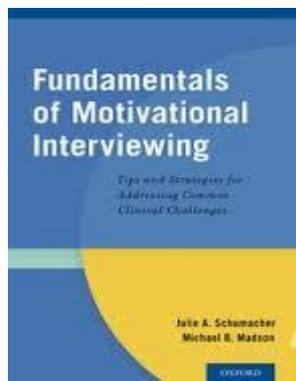
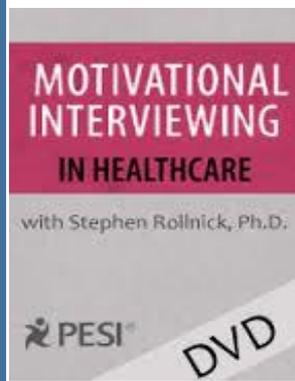
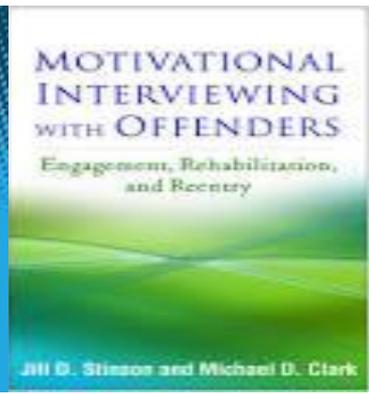
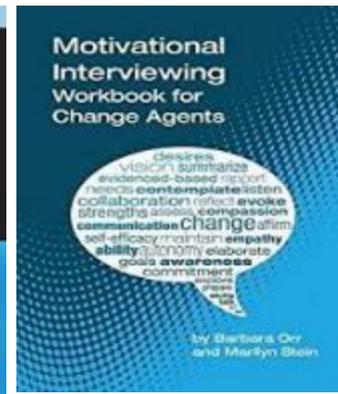
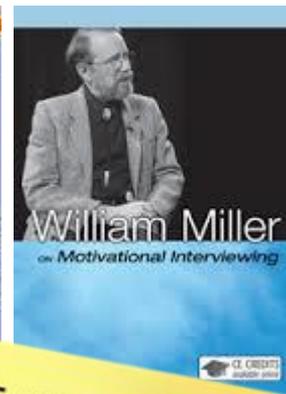
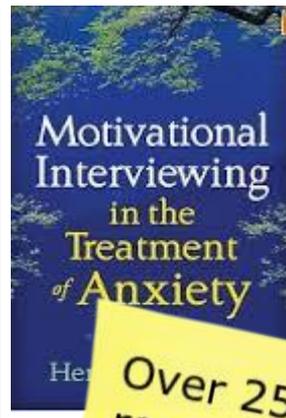
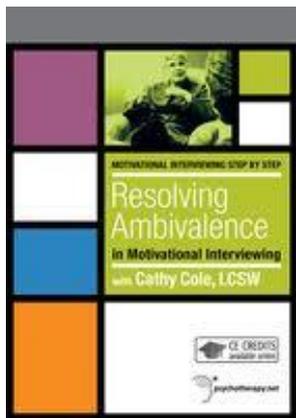
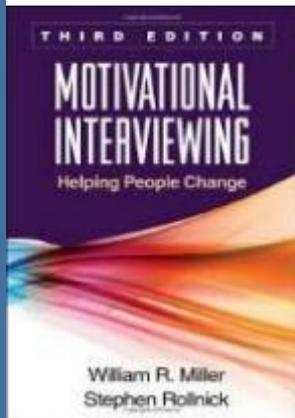
- To examine a model of behaviour change.
- To describe the underlying “spirit” of motivational interviewing.
- To understand the four fundamental principles of motivational interviewing.
- To explain the four essential processes of motivational interviewing.
- To learn the four early strategies of motivational interviewing.
- To learn the advanced mi strategies and methods for dealing with resistance



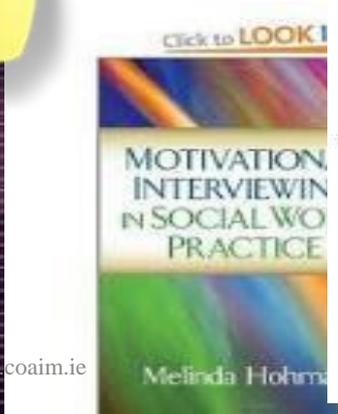
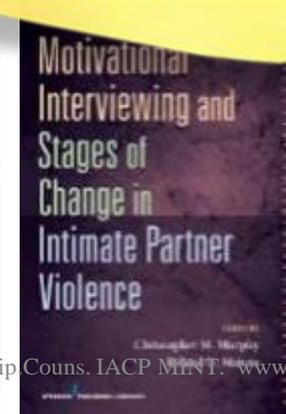
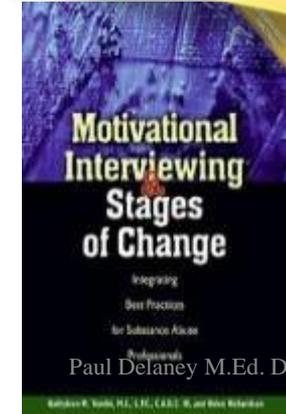
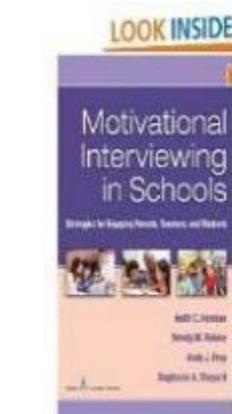
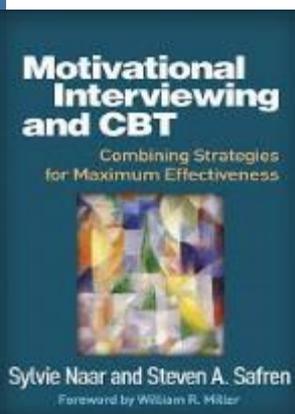
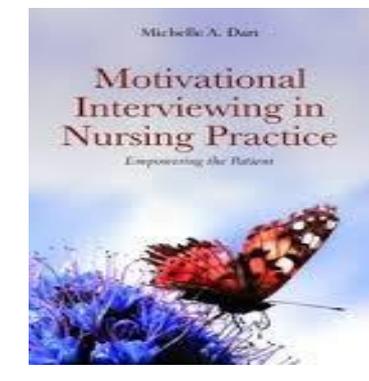
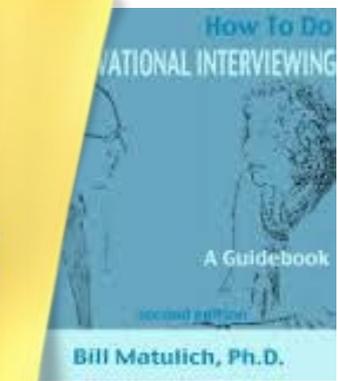
Workshop 1

A Model of Behaviour Change

Motivational Interviewing – An Evidence Based Methodology



Over 25 years of research with publication in more than 1400 prestigious peer reviewed journals in more than 15 languages in 85 different countries



Motivational Interviewing - preparing people for change

A Look At The Stages Of Change Process



THE STAGES OF CHANGE MODEL



**SET BACK or
RELAPSE**

PRECONTEMPLATION

MAINTENANCE

CONTEMPLATION

ACTION



PREPARATION

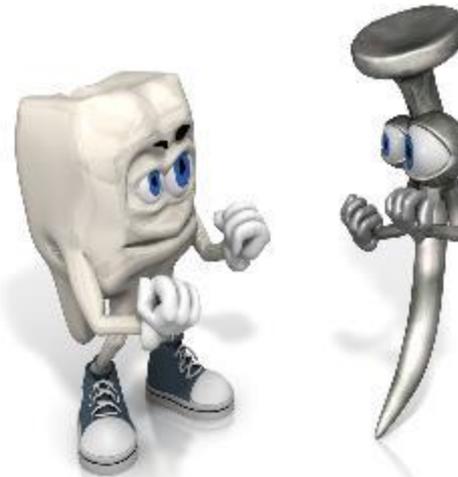


PRECONTEMPLATION



RAISE A DOUBT

Increase the client's
perception of risks and
problems with current
behaviour





CONTEMPLATION

TIP THE BALANCE

Evoked reasons to change,
risks of not changing
strengthen the client's self-
efficacy for change of current
behaviour



PREPARATION



Help the client *determine* the best course of action to take in seeking change



ACTION



**Help the client
to *take steps*
toward change**



MAINTENANCE



**Help the client to
identify and use
strategies to
*prevent relapse
or set back***



SET BACK/RELAPSE



Help them to renew the processes of contemplation, preparation and action, without becoming stuck or demoralised because of a setback



AFTER RELAPSE OR SETBACK WHAT HAPPENS?



**SET BACK or
RELAPSE**

MAINTENANCE

CONTEMPLATION

ACTION

PREPARATION



Typically in Motivational Interviewing we use different strategies for different stages of change

What works at one stage often does not work well at another stage

Most programmes are targeted at people in the **Preparation** and **Action** stages – people who are ready to make a change

Only a fraction of people are actually in these two stages of change

Workshop 2

Four Fundamental Principles of Motivational Interviewing

The Spirit Of Motivational Interviewing

How a facilitator thinks about and understands the interview process is important in influencing the interview. In this context, fundamental to successful motivational interviewing is its underlying spirit. The spirit of motivational interviewing involves four key interrelated elements: Partnership, Acceptance, Compassion and Evocation



- Miller & Rollnick, 2013

The Four Key Elements of the Spirit of MI

Partnership

The partnership between the facilitator and client is central to the spirit of MI. This partnership is seen as an active collaboration

Acceptance

There are four aspects to the profound acceptance a facilitator shows their client; Accurate Empathy, Absolute Worth, Autonomy and Affirmation

Compassion

A compassionate facilitator is committed to the best interests of the client and promotes their best interests

Evocation

The spirit of MI emphasises the fact that clients inherently have what is needed to make changes in their lives



Four Fundamental Principles of Motivational Interviewing

Practice
Acceptance and
Empathy

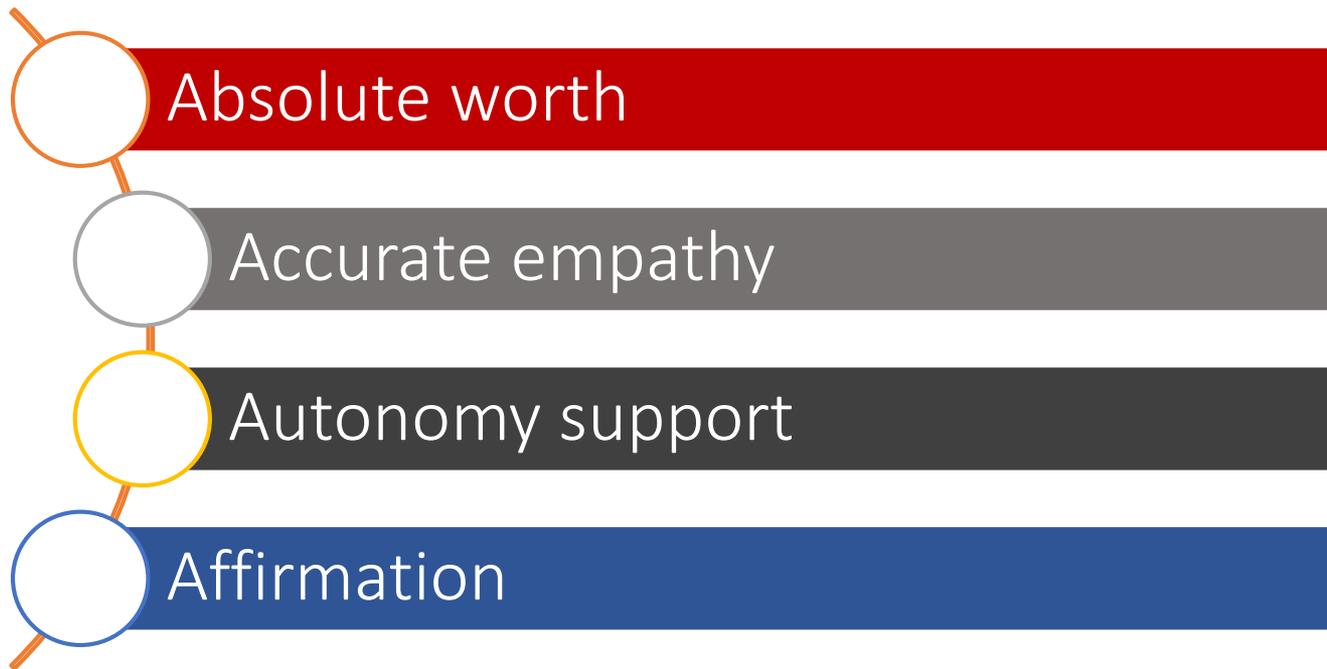
Develop
Discrepancy

Evoke Change
Talk

Support Self-
efficacy

Acceptance and Empathy

In using MI there are four aspects to the Acceptance and Empathy that a facilitator shows their client



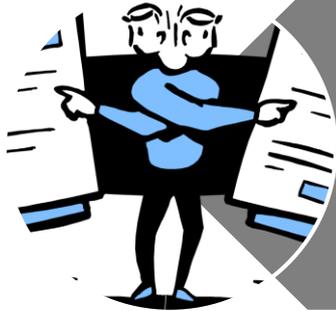
Expressing Empathy

- What is Empathy?

‘An objective identification with the affective state of another - not necessarily their experience’



Acceptance of person *not their behaviour* facilitates change



Ambivalence is normal

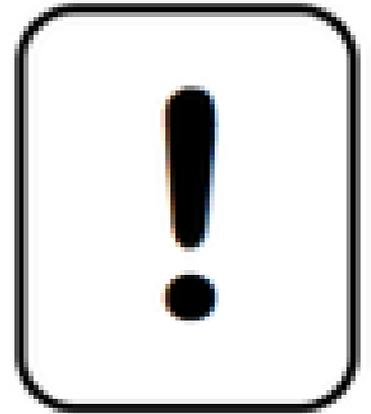
Examples of Expressing Empathy

"I can see how you might feel quite unsure at this point."

"You are wondering if you should do something about your drinking"

"I can only imagine how difficult it has been for you"

"So, if I understand you so far, you feel like you are being pressurised into doing something that you really don't want to do""



Understanding

Develop Discrepancy



Awareness of consequences is important



A discrepancy between present behaviour and important goals will motivate change



Client presents the arguments



Examples of questions for Developing Discrepancy

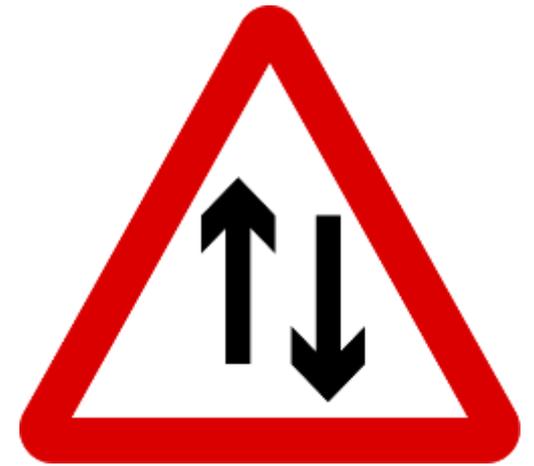
"What is it about your drug use that others may see as reasons for concern?"

"How has your use of heroin stopped you from doing what you want to do?"

"What's going on for you now that makes you think that you need to change?"

"If things worked out exactly as you like, what would be different?"

"If you decided to change, what do you think would work for you?"



Evoking Change Talk in MI

- In evoking change talk the MI facilitator recognises the importance of developing the client's own intrinsic motivation for change.
- Facilitators can create a supportive environment for this to happen by addressing three basic needs of the client which are rooted in Self Determination Theory:

The need for personal autonomy, allowing the offender to experience change as being under their own control

The need for the offender to believe that their thoughts, beliefs and feelings are respected

The need to believe that they can be successful in achieving desired outcomes

Recognising Change Talk – using DARN

Desire Statements

Tell you about the client's preference either for change or to stay the same: 'I want'; 'I would like to'; 'I wish'; 'I hope'.

Ability related change talk

reveals what the client perceives of their ability e.g. 'I can'; 'I am able to'.

Reason statements

reveal specific reasons, such as relationships, for making change e.g. 'I would get on better with my partner if I cut down on drinking'.

Need statements

points to necessity for change, without providing a specific reason e.g. 'I need to....' 'I need to...'



Supporting Self-efficacy



“Self-belief does not necessarily ensure success, but self-disbelief assuredly spawns failure”

- Albert Bandura

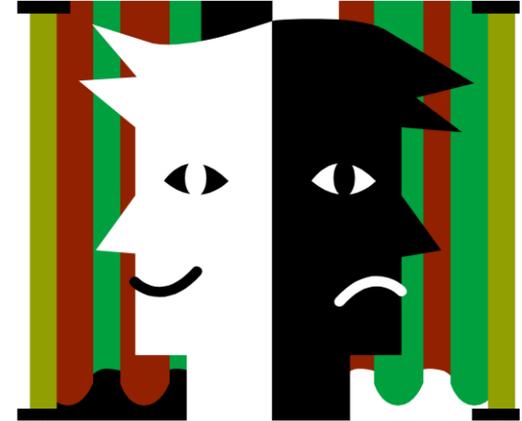
Support Self-efficacy



Belief in the possibility of change is an important motivator



The client is responsible for choosing and carrying out personal change



Notice the positive and let the client know you've noticed

Workshop 3

The Four Key Processes of Motivational Interviewing

The Four Key Processes of Motivational Interviewing

There are four central processes that Miller and Rollnick (2013) believe skilful motivational interviewing contains. These four processes may not all occur in one session or in rigid sequence. However, they typically overlay and interact with each other throughout motivational interviewing.

Engaging

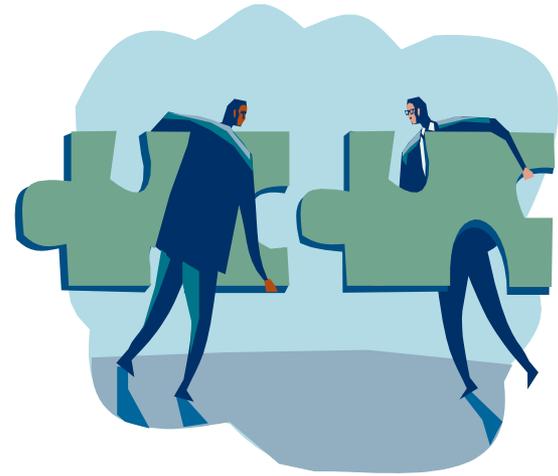
Focusing

Evoking

Planning

Engaging

The first process in MI is to engage the client in a collaborative working relationship, and establish an atmosphere of acceptance and trust within which clients can explore their concerns. Engagement of the client is an essential process to allow this exploration to occur and is the relational foundation of motivational interviewing.



Focusing

Focussing in MI is actually an ongoing process of seeking and maintaining direction. The focusing process within MI is about finding that direction and within it more specific achievable goals. There are three styles of focusing in MI: Directing, Following and Guiding. A skilful facilitator will use all three styles and move across them flexibly as appropriate for the client and the situation



Evoking

Evocation has been described as the heart of motivational interviewing. The facilitator evokes the client's arguments for change. Through this process there is a clear change goal that the facilitator and client work towards. To facilitate working toward this change goal, the facilitator is attuned to and guided by change talk.



Planning

- Once the client has identified significant reasons for change and made a commitment for change, the facilitator's role is to assist in making the change process occur through careful planning.
- A specific plan of action is developed in a conversation about action that covers a range of topics.



Workshop 4

The Four Early Strategies of Motivational Interviewing

Before we look at the MI strategies, let's examine What Is Not MI.

If you are not listening reflectively but are instead imposing direction and judgment, you are creating barriers that impair the relationship. The client will most likely react by stopping, diverting, or changing direction. Below are some examples of such non-empathic responses that have been identified by Thomas Gordon:

- Ordering or Directing
- Warning or Threatening
- Pressurised Advice Giving
- Arguing or Lecturing
- Judging or Criticising
- Shaming or Labeling
- Interpreting or Analysing



Resisting the Righting Reflex



It is a common response to want to “make things right” when we see a problem. Motivational interviewing does not try to make things right. As we mentioned in the previous module, the facilitator does not persuade, cajole, inform, prod, or in anyway push to change the client’s behaviour. Change must come from the client’s intrinsic motivation, to succeed at motivational interviewing, resist the righting reflex!

So what is the “Righting Reflex” ?

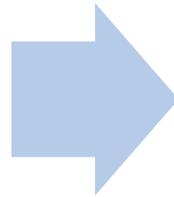
Our natural inclination is to try and persuade someone to stop a poor behaviour, and this can be almost automatic. However, this can have the opposite effect as the client resists persuasion, an automatic human tendency. This is particularly true if the client is ambivalent about a behaviour choice.

- Facilitator: "You really need to stop using alcohol before you get into further trouble with the law."
- Client: *"I know, but it's so hard, my life at the moment is so stressful, and it helps me to cope and relax and anyway I'd end up with no friends if I stopped"*



The early strategies of MI - Use Your OARS!

The acronym **OARS**, describes the first four intervention skills used by the facilitator to build a collaborative, trusting relationship and to enable the activation of the spirit and principles of motivational interviewing.



The skill of using **O**pen ended questions, **A**ffirmations, **R**eflections, and **S**ummaries, provides the opportunity to move the change process forward by eliciting discussion about change.

Ask Open Ended Questions



One technique for allowing clients to do most of the talking and encourage client speech is to ask open questions, that is, questions that do not invite brief or one word answers. While some closed questions may be necessary, it is better to start with questions that open the door for the client's response.



Skilful motivational interviewing requires the facilitator to respond in specific ways to the client. In the engaging and focusing process, open questions allow the facilitator to understand the client's point of view and strengthen the collaborative relationship.



Open questions also assist in evoking motivation to change and planning change. In general, a facilitator will ask an open question, and respond to the client's reply with reflective listening, affirming, and summarising skills

Affirmation



In MI the facilitator respects and honours the clients worth, their ability for growth and change as well as their right to choose whether or not to make change. The use of affirmations or statements that recognise a client's strengths is another way of developing rapport and encouraging open exploration.

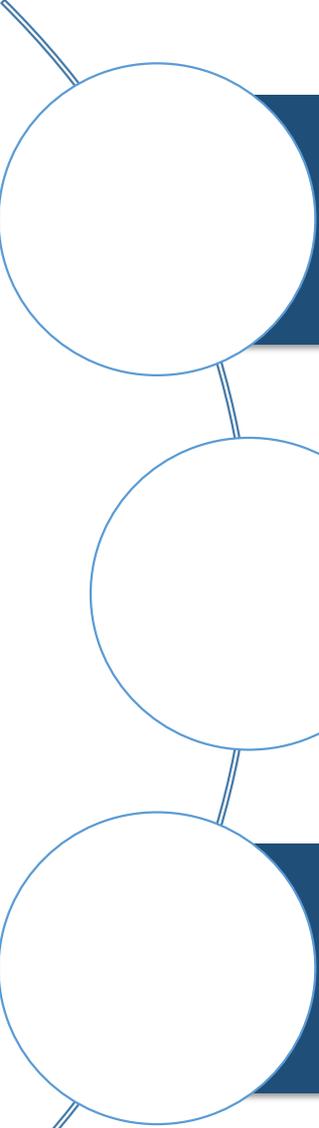


This can be done in the form of compliments or statements of appreciation and understanding. Affirmations may involve reframing behaviours or concerns to allow the client to see themselves in a more positive light.



Affirmations will be more successful when they are appropriate to the social context, and are offered in a genuine and congruent manner. The key skill is to recognise and appropriately affirm the client's strengths and efforts.

Reflective Listening



The skill of reflective listening is an important and challenging aspect of motivational interviewing. In the first instance, reflective listening brings to life the principle of expressing empathy by showing the client that the facilitator understands their perspective.

Reflective listening is also a core skill used in motivational interviewing for guiding the client toward change. It is selective in that the facilitator chooses what to reflect from what the client has said.

It is especially important for the MI facilitator to actively choose what to reflect during the evoking and planning process of MI in order to enhance the commitment process.

More on Reflective Listening

In motivational interviewing, the facilitator makes a reasonable presumption at what the client's message is and reflects this back to the client in the form of a statement.

Miller and Rollnick (2013) caution against using reflective statements that may block the communication process. These types of statements may include disagreeing, telling people what to do, giving advice, or providing solutions.

The crucial element in reflective listening is the way the facilitator responds to what the client has said. It is an effective way of confirming what the client means, rather than assuming what was meant.

Reflections should encourage the client into further exploration, progressing towards change, rather than being simply repeating what the client has said without any direction or goal.

Purpose Of Reflective Listening

To clarify

To let them know that you have listened

To portray empathy

To let them know what you understand

To encourage further discussion

To encourage ownership

To highlight discrepancies in desired outcomes

To shape an interview/intervention

Summarising

Summaries promote understanding and indicate that the facilitator has been listening to the client, and values their perspective during the engaging and focusing process of MI.



The client's motivations, intentions and plans for change during the planning processes are drawn together in a summary.



In this way, summarising clarifies what has been said by the client and provides an overview of the content of the Motivational Interview.

Workshop 5

Motivational Interviewing Advanced Strategies and Dealing with Resistance

Change Talk Strategies and Dealing with Resistance



Pro's and con's of the particular issue



Looking back



Looking forward



Exploring goals



Importance to change scale



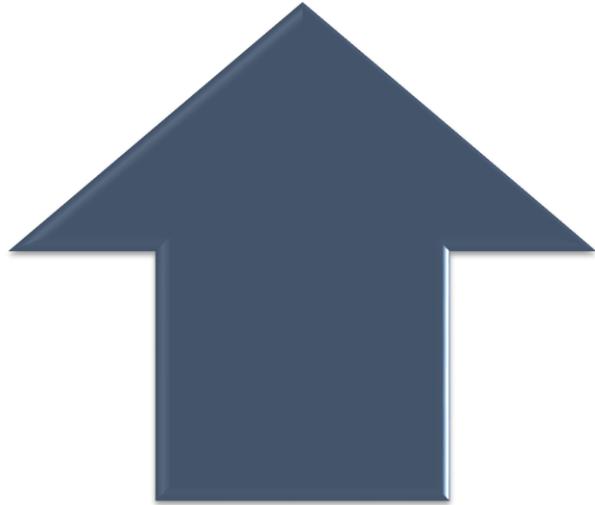
Confidence to change scale

Using the Pros and Cons

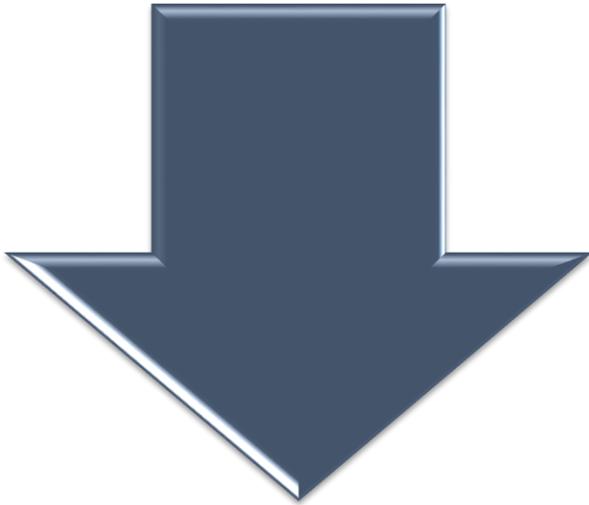
- Pros and Cons refers to a strategic intervention that facilitates the exploration of the positive and negative experiences a client may have regarding a particular behaviour. It also serves to elicit change talk when a client may not have identified any disadvantages voluntarily.
- A facilitator begins with an exploration of the positive experiences the client may have – sustain talk; reaches a level of comfort in this discussion; and then moves on to what is “not so good” about the behaviour.



Pros And Cons



Ask about the “Good Things” about their behaviour/situation first
- Typically evoking Sustain Talk



Then the “Not So Good Things”
- Typically an opportunity to evoke Change Talk

Using 'Looking Back'

Ask about a time before the current situation emerged.



Typical questions used in looking back:

- “How have things been better in the past?”
- “What past events can you recall when things were different?”
- “Do you remember a time when life was good for you?”
- “What was it like then?”
- “What were things like before you started doing drugs
- “How has your offending stopped you from doing things you might want to do?”

Using 'Looking Forward'

Typical questions used in looking forward:

- “What could happen if things continue as they are ?”
- “If you were totally successful in making the changes you want, what would be different?”
- “How would you like your life to be in the future?”
- “If you make a change in your drinking, what do you hope to be different?”
- “How would you like things to be 3 years from now?”

Ask about how the future is viewed:



Exploring Goals

Ask what the client's goals and aspirations are:

“Ideally, how would you like things to be for you, say in three years time?”

“What could stop any of those things from happening?”

“What values are most important to you?”

“How does this behaviour fit into your value system?”

“What ways does _____ (the behaviour) conflict with your value system?”

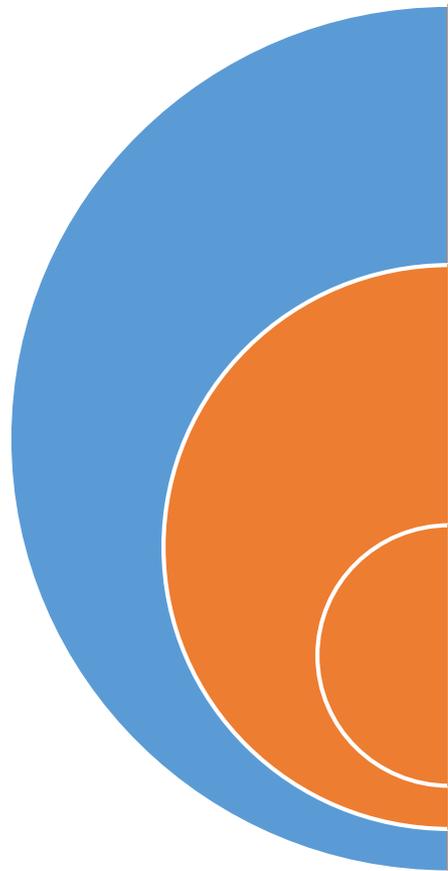


Importance to Change Scale

Not Ready			Unsure			Ready			Trying
1	2	3	4	5	6	7	8	9	10

Not Important

Very Important



On a scale of 1 to 10 with 1 being not important at all and 10 being very important where would you put yourself in relation to changing your?

Why did you not put yourself down further?

What would you need to do to get further up the scale?

Useful questions for exploring 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?
- What would need to happen for your importance score to move up the scale?
- If you were to change, what would it be like?
- What stops you from moving further up the scale?



Confidence to Change Scale

1

2

3

4

5

6

7

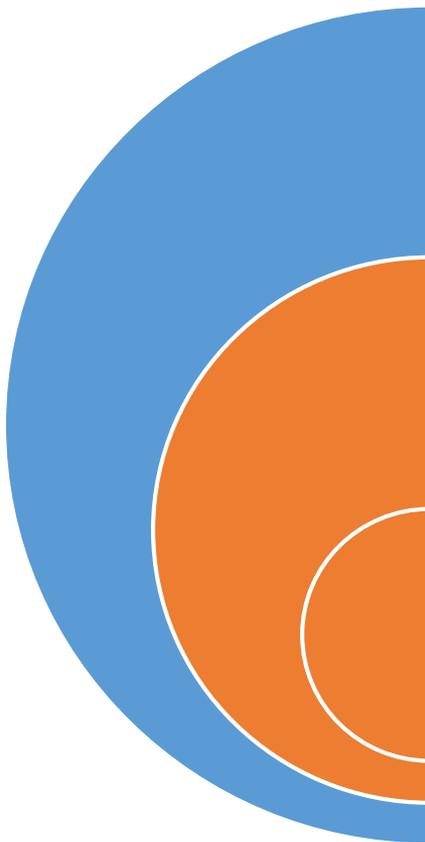
8

9

10

Not Confident

Totally Confident



On a scale of 1 to 10 with 1 being not confident and 10 being totally confident where would you put yourself in relation to changing your.....?

Why did you not put yourself further back on the scale?

What would you need to do to get you further up on the scale?

Useful questions for exploring Confidence

- What would make you more confident about making these changes?
- You certainly haven't put yourself right down at the end of the scale, tell me a little bit about that, why not?
- What could you do that would help you to move up higher up the scale?
- How can I help you succeed?
- Is here anything you found helpful in any previous attempts to change?



Motivational Interviewing

- and dealing with offender resistance

What we covered during our course:

- Examined a model of behaviour change.
- Described the underlying “spirit” of motivational interviewing.
- Clarified the four fundamental principles of motivational interviewing.
- Explained the four essential processes of motivational interviewing.
- Learned about the four early strategies of motivational interviewing.
- Examined the advanced mi strategies and methods for dealing with resistance

