Motivational Interviewing with Offenders: 
Increasing the Readiness to Change

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Mr. Clark is a member of the Motivational Interviewing Network of Trainers (MINT) and is co-author to the book “Motivational Interviewing for Offender Rehabilitation & Reentry (pending 2016 – Guilford Press). His Center has recently published 20 web-based courses in Motivational Interviewing which is the most extensive internet training series available on the web. This “MI-20” also comes with 20 booklets to assist staff to convene in small groups. These “Peer Group 20” booklets all synch off the web-based content to enable skill-building group that fosters better implementation of this approach and increases the model’s sustainability over time. www.TrainMI.com

Mr. Clark is a contractual consultant (2015-2016) to the United Nations Office of Drugs and Crime (UNODC) in Vienna, Austria and has presented throughout the United States, as well as Europe, Canada, South America and the Pacific Rim. Email: buildmotivation@aol.com

Contractual training (selected list):

- United Nations Office on Drugs & Crime (UNODC), Vienna, Austria
- New Zealand Department of Children, Youth & Family, Wellington, NZ
- Virginia Drug Court Association
- Louisiana Association of Drug Court Professionals
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- New Mexico Association of Drug Court Professionals
- Douglas County Juvenile Drug Court - Omaha, Nebraska
- Office of Juvenile Justice and Delinquency Prevention(OJJDP)
- University of Missouri-Kansas City
- Manhattan Family Court, New York, NY
- Center for Substance Abuse Treatment (CSAT)
- Superior Court of Guam – Agana, Guam
- Puerto Rico Addiction Technology & Transfer Center (ATTC), San Juan, P.R.
- Correctional Services Of Canada
- US Department of State (Mediterranean Section) - U.S. Embassy - Malta
- Brisbane Institute for Strength-Based Practices, Brisbane, Australia

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A Six-Pack of Epiphanies:
What Treatment Court team members find out when they learn Motivational Interviewing

1. We can make our work harder. If you push, the program participant pushes back. "Getting right to it" and telling a program participant how to solve their problems only lengthens our work.

2. Much can be covered in a 10 minute encounter.

3. Behavior change is driven by motivation, not information. "We only change people who give us permission to do so."

4. Almost every piece of advice you might offer has already been thought about, mulled over, and rejected by your program person.

5. Participants will share a lot, quickly, with empathic, attentive listeners.

6. Motivated people solve their own barriers, including those facing mental health and/or AOD challenges.

Reniscow 2007

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In general, Motivational Interviewing (MI) is most useful:

- **(1) When the goal is an observable behavior change.**

  MI is a tool for increasing motivation around change. If your goal is primarily to educate, provide information, or gather information, MI is not necessarily the tool. Many of the basic listening skills may be helpful, but the "directional" components of MI are less applicable.

- **(2) When the person is more resistant, angry, or reluctant to change.**

  Some program staff take the stance that MI is best for their cooperative participants, but for challenging probationers it’s best to use a tough, directive approach. The research suggests just the opposite. Easy clients tend to do well no matter what style you use, but more resistant people benefit more from an MI approach (relative to educational or confrontational approaches). *MI was designed for clients who are more reluctant to change.* When clients are doing well and they want your advice, or simply need help with planning, a direct, advice-giving style may be enough.

- **(3) When the interviewer can separate him/herself from the program participant's attitude, actions, or consequences.**

  As every successful practitioner knows, the first step in working successfully with a difficult treatment court client is to separate yourself from the person’s own choices. Though you are very willing to assist the person through referrals, advice or assistance, there ought to be a clear understanding that it is the program participant’s responsibility to take action. You don’t take on yourself, MI helps you – to help them – to take this on for themselves.
William R. Miller and Stephen Rollnick

It's a helpful way of assisting people in finding their own reasons for change.

Miller / Rollnick Motivational Interviewing series

A change of heart cannot be imposed, it must be chosen
Table of Contents by Chapters

1. A New Approach
2. The Spirit of Motivational Interviewing
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4. The Art of Interviewing
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6. Engaging: the relationship in practice
7. Focusing and preparing for change
8. Focusing in practice
9. Moving toward change
10. Evoking in practice
11. Developing a plan
12. Resistance reexamined
13. The Rise of Motivational Interviewing
14. Implementation and sustainability
15. Considerations, cautions, and comments

NREPP
SAMHSA's National Registry of Evidence-based Programs and Practices

- More than 1,500 studies on MI
- Over 200 randomized clinical trials
- Since 1990, scientific publications of MI have doubled every 3 years.

- Evidence-Base Practice for Engagement and Retention

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**Program Goals & Participant Goals**

Is this the current goal of your participant?

- Yes
- No

Is this your hope for the participant?

- Yes
- No

**Amblivalent**

uncertainty / defensiveness

Beliefs simultaneously support & argue-against change

“tug of war”

MI suggests:
1. Engage and highlight their own motivations
2. Facilitate decision-making about change

What not to do:
1. Use pressure / “we know what’s best”
2. “Come back when you’re ready”
3. Follow rules = friends / break rules = enemies

**Benefits from Utilizing Motivational Interviewing**

- 1. MI tells us we’re not responsible for the person’s starting point, but we have considerable influence as to what happens next.

**Conditions Staff Hope For**

- 1. Agreement with our views
- 2. Acceptance of diagnosis
- 3. Express and desire for help
- 4. Show some apparent distress
- 5. Compliance with advice

Common myth: Referrals need sufficient motivation before starting into treatment.

Change in not predicted by client’s initial level of motivation.

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1. MI tells us we're not responsible for the person's starting point, but we have considerable influence as to what happens next.

- Common explanation of one's role
- Don't have to wait for the person to "hit bottom" or to "get motivated."

Benefits from Utilizing Motivational Interviewing

- MI get staff back in the game of behavior change

There are Two Levels of Success

- Behavior Change & Growth
- Obedience / Compliance / Stability
- Acting Out / Unstable Behavior

Treatment Outcome research

Staff Behavior → Client Engagement

1,000+ research studies cited that a positive alliance was one of the best predictors of outcome. (Orlinsky, Ronnestad & Wilkerson, 2004)

Training in engagement is skill-based (akin to self-defense?)

Each Tx Court staff is a "contact professional"

Beyond compliance to change

Common Myth: With a substance-abuse population, coercion and a firm-hand is needed

"Confront, challenge & change." ("hot-seat")

Direct confrontation has little relationship with actual behavior change

Beyond compliance to change

- My neighbor the parrot: "Lock you up"
- Emotional reactivity / "It's exhausting...."
- My SB keynote: You changed after being confronted!
- Issue of "lying" and not being fooled or taken-in
Lewis & Sami
"Lying and Deception in Everyday Life"

Two psychic needs: 1) Good 2) In Control

Three reasons people will lie:
1. Save face
2. Save the face of someone they love
3. Lie if there is an expected loss of freedom or resources

Strengths run concurrently with problems and risks

- One does not negate the other
- It's not either/or" but "both/and"

- Strength-Based = Balance

Benefits from Utilizing Motivational Interviewing

- 3. Motivational interviewing prepares offenders for the work of change.
Most positive behavior change occurs as a process—where the client grapples with these questions—in this order.

**3 Motivational Constructs**

- Why should I do it?
  - (Importance)

- How would/can I do it?
  - (Confidence)

- When should I do it?
  - (Readiness)

**Benefits from Utilizing Motivational Interviewing**

- MI suggests effective ways of handling resistance and can keep difficult situations from getting worse.

**Psychological Reactance**

- Decisional Balance

---

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[www.buildmotivation.com](http://www.buildmotivation.com)
Psychological Reactance

- Decisional Balance

Amplify Ambivalence

Push / Push Back

"Righting Reflex"

Raise Discrepancy

Discrepancy

Values/beliefs compared to Behavior/actions

Values

Ideal

Behavior

Real

Not between you; but within the person

"painful present" examines conflict to the valued, important and cherished

Difference between reluctance & resistance

- Motivation research calls us to become aware ambivalence
  - (problem talk)
  Which is ambivalence-based – not resistance

- And make sure we differentiate this from (discord)
  Which is relationship-based and is more consistent with the general understanding of "resistance"

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REFLECTIVE LISTENING

- One strategy: Respond to resistance with nonresistance.
- A simple acknowledgment of the client's disagreement, emotion, or perception usually permits further exploration rather than defensiveness. This avoids the confrontation-denial trap.
- Remember, it's impossible to fight alone! You need two people to verbally argue.

DOUBLE SIDED REFLECTIONS
Reflecting both sides of the ambivalence. Start with the resistance side to "open their ears" to the change talk that comes next.

You get mad when people call you alcoholic...

But after the trouble last week you recognize you have some problems.

EMPHASIZING PERSONAL CHOICE and CONTROL
Use a three-step process to convey it's the client who eventually determines what happens.

1. "It really is your choice about what you do in this situation"
2. "You may have to face these consequences"
3. "But ultimately, it's still your decision. No one can make you do this."

AMPLIFIED Reflection
Increasing the intensity of the resistant element

Reflect back what the client has said in an amplified or exaggerated form—state it in an even more extreme fashion.

"So you don't have any problems, no problems at all."

Be Careful! Don't use a sarcastic voice tone or a voice tone that suggests you "know otherwise" as may elicit hostility or resistance.

SHIFTING FOCUS
(changing the subject)
Shift the client's attention away from a stumbling block or impasse. This amounts to going around barriers rather than trying to meet them head-on.

"We've talked about what other people say about your drinking; let's now talk about what you think."

12
If I can make them feel bad enough

How Can I Get People To Change?
3 Common Efforts

Cheerleader Approach

I've got to make them see

Reasoning Approach

"You can do it!"

Benefits from Utilizing Motivational Interviewing

- 5. MI changes who does the talking.

Who Does The Talking?

"Talk Time Research" (CSBS)

- 1,780 words spoken in 16 minutes

Staff - 1,261
Participant - 519

MI Changes who does the talking

- Staff can suffer from two big illusions:
  - "They don't know, I know." (expert trap / p. 24)
  - "Do you want to be right or do you want to be successful?"
  - "Frightening info is helpful."

MI Changes who does the talking

- Berg, "Stay close to the client's...."

- I have some expertise but the client is the expert on themselves.

- It's easy to overestimate how much info/advice the client needs.
  - What do they know? What have they tried?
  - "Duplication disconnects"

Benefits from Utilizing Motivational Interviewing

- 6. It will also change what is talked about

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Any speech that favors movement in the direction of change
I want to be healthy...
(approach)
I can't stand this anymore...
(avoidance)

The "sound" of Ambivalence
- "I want to work out and eat healthier. That will really help me."
- "But I'm so busy, I don't think I could find the time"
- "But I really need to. I know I'll have more energy"
- "But I try new things like this, and I don't stick to them. I probably won't stick to this either."
- I want to live healthier.
- I know this is the right thing to do
- I'd like to - but it's not going to work

1 5 10
I'll try I probably will I plan to I agree to I will
I hope to I see myself as I expect to I'm ready to I swear
I think I can I believe I'm prepared to I'm prepared to I promise
I might I accept I resolve to I intend to I guarantee

How Does MI Work?
Client Language Positive Outcomes

The Causal Chain
Staff behaviors
Talk about Change (Values)
Action - Positive Outcomes
Talk about Status Quo ("Push")
Argue - Null Outcomes

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<table>
<thead>
<tr>
<th>Trap</th>
<th>What NOT to Say</th>
<th>What TO Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Premature Focus Trap&quot;</td>
<td>&quot;This problem with your spouse…&quot;</td>
<td>Ultimately you’re the one who has to decide if or how this issue with your spouse will continue. What do you think is the next step for you?</td>
</tr>
<tr>
<td>Premature focus on Change (per the Judge’s agenda)</td>
<td><em>WHY: Identifies the situation as a “problem” before the (P) has labeled it as such.</em></td>
<td></td>
</tr>
<tr>
<td>&quot;Confrontational-Denial Trap&quot;</td>
<td>You need to stop making excuses and start this anger management course.</td>
<td>How would things be better for you if you found a way to stop all this trouble? There’s a part of you that doesn’t feel you need this, but I’ve also heard a part of you that’s tired of this trouble.</td>
</tr>
<tr>
<td>Arguing the Positive Side</td>
<td><em>WHY: Sets up an antagonistic relationship, encourages P to give the counterargument.</em></td>
<td></td>
</tr>
<tr>
<td>&quot;The Labeling Trap&quot;</td>
<td>&quot;C’mon look at your history! Admit it, you’re an alcoholic&quot;</td>
<td>Labels are not important right now. What is important is what you think.</td>
</tr>
<tr>
<td>Using labels to try and gain an edge – use labels to push change</td>
<td><em>WHY: See above</em></td>
<td>Let’s move past what some people are calling you. I want to hear your thoughts.</td>
</tr>
<tr>
<td>&quot;The Blaming Trap&quot;</td>
<td>Why did you go to that party when you knew it was going to get you in trouble?</td>
<td>It sounds like that situation really got you in trouble.</td>
</tr>
<tr>
<td>Asking Dead or Backwards Questions</td>
<td>Did you really think that the police were going to buy that argument?</td>
<td>The police didn’t believe you. Now you’re here. What’s your next step(s)?</td>
</tr>
<tr>
<td></td>
<td><em>WHY: Questions in this format encourage the P to give arguments in support of past behavior.</em></td>
<td>You believe you got “railroaded” and unfairly convicted by the court. That leaves you frustrated. They placed you in our Treatment Court, so what can we do to finish and get dismissed?</td>
</tr>
<tr>
<td></td>
<td>“Why” questions are actually “who” questions that look to place blame and the session spirals downward</td>
<td></td>
</tr>
<tr>
<td>&quot;The Expert Trap:&quot;</td>
<td>You don’t have a job because you’re not putting in enough applications.</td>
<td>What ideas do you have as to how you might get a job?</td>
</tr>
<tr>
<td>Giving Unsolicited Advice</td>
<td><em>WHY: Sets up an antagonistic relationship, encourages P to give the counterargument.</em></td>
<td>If you decided you wanted to put in a job application, how would you go about that?</td>
</tr>
<tr>
<td>Acting as though the problem would be solved if the program participant would just “listen to reason.”</td>
<td>You need to get up first thing in the morning, get a cup of coffee, and go in to fill out that application.</td>
<td>Getting a job can be difficult. It’s hard to get into action. So, let’s back up. When you think of getting a job, what do you think about?</td>
</tr>
<tr>
<td>Installing – not eliciting.</td>
<td><em>WHY: Encourages P to give the counterargument; Doesn’t encourage P to think about the plan, and thus makes it less likely that P will follow through.</em></td>
<td></td>
</tr>
<tr>
<td>&quot;The Question-Answer Trap&quot;</td>
<td>Using repeated questions without the use of OARS interspaced.</td>
<td>Avoid the “triple-trouble rule” which cautions a Judge not to use more than 3 questions without a reflection.</td>
</tr>
<tr>
<td>Why a trap? Judge is doing the talking. P is placed in a passive role of answering.</td>
<td></td>
<td></td>
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</tbody>
</table>
Motivational Interviewing (MI): Benefits for Treatment Courts

9 Points to Consider

1. Motivational interviewing aligns your treatment court with evidence-based practice for substance use disorders.

In 2008, MI was listed on the SAMHSA National Registry of Evidence-Based Programs & Practices (NREPP). Adoption of MI allows credibility for using researched-based practice, service integrity across multiple professional domains as well as establishing demonstrations / justifications to funding sources.

2. MI prepares program participants for the work of change.

Program participants need to prepare for change. This is as true for offenders as it is for the rest of us. We are seldom taught to prepare people for change—instead, we jump to problem solving, planning, encouraging positive talk, and the like, ignoring or bypassing the need to orient to change work. This orientation includes raising the participant’s sense that change is important to them (beyond avoiding sanctions) and that they have the confidence and ability to make the change(s). Compliance is important, but change must be our final goal.

3. Research finds the use of MI increases (a) engagement and (b) retention in treatment.

Start with engagement or don’t start at all. And one of the most consistent findings from addiction studies is that the longer one stays in treatment, the better the outcomes (NDCI, 2008). Starting into treatment (engagement, increasing motivation) and staying in treatment (retention) is a powerful combination.

3. MI equips all treatment team roles to assist change — not just the treatment provider(s).

The unique characteristic of a treatment court is all program staff share in the treatment mission (Judge, prosecutor, defense counsel, case manager – probation officer, assessor-treatment provider, etc). Yet few beyond those who occupy traditional treatment roles are adequately trained in how to effectively interact with program participants to increase their readiness to change. MI allows all roles to increase their treatment skills. Adds a treatment “multiplier.”

4. MI extends a working knowledge of human motivation and the process of positive human behavior change.

It is frustrating that most treatment court team members (even counselors) lack a working knowledge of human motivation and the process of positive behavior change. MI adoption will build critical knowledge about assisting change that no team member should be without.

5. Motivational interviewing suggests effective ways of handling resistance and can keep difficult situations from getting worse.

Motivation is not a fixed characteristic, like adult height or having brown eyes. Instead, it is a condition or state, and it can be raised or lowered by how we interact with program participants. The best sanction is one that never has to be delivered. Teams understand that all staff need to develop a supportive counseling style. MI can train all staff, including Judges, lawyers, officers to improve their style of interacting. Learn to work with those who don’t want to work with you.
6. MI can be a stand-alone or used adjunct to treatment approaches or services already in place.

Treatment courts access a wide-range of community programs for their participants. Use MI as a stand-alone to increase client-engagement and increase the readiness to change. Or, use it adjunct to existing methods or treatments approaches already in place. Your treatment court and the multiple helping domains can all be “on the same page” for language, methods and consistency of service.

7. Efficient use of time-limited interactions.

Constant arguing, persuading or confronting is a poor use of the limited time that team members spend with program participants. MI can improve the value and impact of compressed interactions staff have with program participants. MI is proven to reduce aimless chatter by staff and keep staff-participant conversations focused on objectives and goals (Martino, et al, 2008). We seldom—if ever—change anyone in a short time frame, but MI offers methods and strategies to “raise the odds” and improve the likelihood that short talks will prove helpful.

8. Motivational Interviewing shifts the balance of responsibility, making treatment court staff “agents of change” rather than responsible for change.

Trying to persuade someone to do something they don’t want to do is exhausting, and many treatment team members are exhausted. When MI is practiced correctly, your program participant voices the reasons for change (Miller & Rollnick, 2013). Court personnel have found that using MI lowers their level of frustration and renews commitment and vitality to their work with offenders (Stinson & Clark, in press).

9. Training and coaching resources are readily available to treatment court teams and adjunct treatment court agencies (community stakeholders).

MI has been trained to the addictions field, probation & parole, detention facilities, child welfare, employment services, mental health, schools, juvenile courts, judiciary, attorneys, social work and family counselors. This approach also has fidelity measures to determine if the practice is (a) being used by team members and (b) to what extent. Blended learning formats are also available for sustainability and continued skill building. Adopt it and keep it growing over time.

References

Michael D. Clark, MSW / Center for Strength-base Strategies / www.buildmotivation.com
Probation and parole agencies strive to reach several service goals, yet so much of a court’s focus can be compacted into two missions of critical importance. The first mission is to stabilize problem behavior and bring into control any behavior that disrupts or threatens our citizens and communities. Courts have a social mandate to bring into control that which is “out of control.” The second mission is to assist positive behavior change and to provide assistance to enable adults under supervision to attain optimum health. Both of these missions operate in tandem for the safety of our communities via the development and increased well-being of its citizens.

Motivational Interviewing (MI) is an approach that is gaining notice and popularity across the field of corrections as it helps supervising officers with their mission to assist behavior change. As the name suggests, MI is a method for interviewing clients. However, many who become skilled in its use would argue that it’s more than an interviewing method—it informs and influences direct practice efforts as well.

Motivational Interviewing first gained prominence in the substance abuse field in the 1980s and found favor in both health care and addiction science due to its ability to lessen resistance and increase offender motivation (National Institute of Corrections, 2003). Motivational Interviewing has been embraced by both the U.S. Department of Justice and the National Institute of Corrections (NIC) for its ability to lessen resistance and increase offender motivation (National Institute of Corrections, 2003). Motivational Interviewing gained a foothold in probation departments in the 1990s, and the use of this approach has been expanding ever since. The answer to why community-based and facility personnel would turn to the strategies and skill sets of MI may be found when one reviews several definitions of the approach. Miller and Rollnick (2002) for example, provide a formal definition of MI as a person-centered, directive method of communication for enhancing intrinsic motivation to change by exploring and resolving ambivalence. Consider two more definitions, in simpler terms:

- It’s a way of using questions and statements strategically to help people think and talk in a positive direction.
- It’s an easy way of helping people find their own reasons for change.

Beyond a method for interviewing, MI (Continued on page 3)
Motivational Interviewing suggests effective tools for handling resistance and can keep difficult situations from getting worse.

Since motivation has been viewed more like a fixed trait of the defendant, it has been thought that if persons enter probation departments displaying little motivation, then the best strategy is to attempt to break through their denial, rationalization, and excuses:

• “You’ve got a problem.”
• “You have to change.”
• “You’d better change your ways, or else!”

Space prohibits a review of the many studies that have found that a confrontational counseling style limits effectiveness. Miller, Benefield, and Tonnigan (1993), however, found that a directive-confrontational counselor style produced twice the resistance, and only half as many positive client behaviors as did a supportive, client-centered approach. Problems are compounded as a confrontational style not only pushes success away, but can actually make matters worse. Although many probation staff rightly object, “We’re not counselors!—our job is to enforce the orders of the court (maintain facility safety),” this claim only serves to highlight the need for strategies to help staff get back in the game of behavior change.

Motivational Interviewing keeps officers from doing all the work, and makes interactions more change-focused.

Interactions are more change-focused when the officer understands where change comes from. Staff trained in MI can turn away from a confrontational style or logic-based approach as they learn about the process of behavior change. Many in probation believe that what causes change are the services provided to the offender, whether that involves treatment, the threat of punishment, advice, education, or monitoring their activities. These conditions and services represent only part of the picture—and not necessarily the most important part. Research shows that long-term change is more likely to occur for intrinsic reasons (Deci & Ryan, 1985). Often the things that we assume would be motivating to the offender simply aren’t. Thus, motivation is, in part, a process of finding out what things are valued and reinforcing to the individual under supervision.

Change-focused interactions place the responsibility for behavior change on the offender. During MI training, we use an attractive (and accurate) phrase: “When MI is done correctly, it is the offender who voices the arguments for change.” The first step in getting the individual thinking and talking about change is by staff establishing an empathic and collaborative relationship, which includes watching and...
In interactions like this, officers are literally talking themselves out of effectiveness. The problem is not so much that the officer is doing all the talking, but rather that the offender is not. It stands to reason that the more the officer is talking, the less opportunity there is for the person who is under supervision to talk and think about change. Compliance can occur without the officer listening and the offender feeling understood—the same cannot be said if one wants to induce behavior change.

Postscript
Motivational Interviewing can enable courts and facilities to help clients build commitment and reach a decision to change. Rather than remaining “stuck” in the problem, court staff using Motivational Interviewing techniques can move those we work with toward healthier outcomes.

REFERENCES


Michael D. Clark, MSW, has provided train-the-trainer initiatives for Motivational Interviewing to departments of corrections in various states across the United States and has presented this topic as an invited guest lecturer to the 12th United Nations Congress on Crime Prevention and Criminal Justice when it last convened in Salvador, Brazil. Go to: buildmotivation.com for more information on MI.
Motivational Interviewing with Offenders
Engagement, Rehabilitation, and Reentry

Jill D. Stinson, PhD
Michael D. Clark, MSW

“This is a book that many of us have been anticipating for a long time. MI is one of a small number of true evidence-based (and strengths-based!) success stories in offender rehabilitation. This book brings the technique alive in a way that I hope will transform theory and practice in the field.”

—Shadd Maruna, PhD, Professor of Criminology, University of Manchester, United Kingdom

“Whether you deliver direct treatment or offender supervision services, manage programs responsible for achieving improved offender outcomes, or design systemwide interventions to improve public safety, this refreshingly readable book articulates a proven way forward. While a court may order treatment, it cannot order lasting change—commitment to real change and long-term recovery is always a choice. This book outlines the essentials for helping an offender to make that choice and move from conflict, to compliance, to commitment. I highly recommend it for anyone working with justice system-involved individuals, and especially those working in treatment courts.”

—Terrence D. Walton, MSW, CSAC, Chief Operating Officer, National Association of Drug Court Professionals

From experts on working with court-mandated populations, this book shows how motivational interviewing (MI) can help offenders move beyond resistance or superficial compliance and achieve meaningful behavior change. Using this evidence-based approach promotes successful rehabilitation and reentry by drawing on clients’ values, goals, and strengths—not simply telling them what to do. The authors clearly describe the core techniques of MI and bring them to life with examples and sample dialogues from a range of criminal justice and forensic settings. Of crucial importance, the book addresses MI implementation in real-world offender service systems, including practical strategies for overcoming obstacles.

Find full information about this title online: www.guilford.com/p/stinson2

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Motivational Interviewing (MI) has become a favored Evidence-Based Practice because it’s been found to increase engagement between staff and program participant and improves retention in services with those we work with. Why the demand for MI in Treatment Courts? Because it’s a helpful way of assisting people in finding their own reasons for change. MI is for working with people in your treatment courts who are more resistant, angry or reluctant to change.

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Motivational Interviewing (MI) for Treatment Courts
The most comprehensive series published for internet-based training in Motivational Interviewing

Unlimited Access for a Full Year or Two Years!
Created for busy staff with no prior training in MI, or have completed training but need to continue building skills.

BLENDED LEARNING

MI 20
Busy staff can take the courses when their schedule allows

PEER GROUP 20
Then staff can meet in small groups and use companion booklets that are available for each Web Course - all to assist continued development and skill-building

Discounts for group sign ups
Contact the Center for Strength-Based Strategies
(517) 244-0654
www.buildmotivation.com
Quick Guide to the “MI -20” / “Peer Group 20” Course Topics

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Bibliography – Motivational Interviewing, the Strengths Perspective & Feedback-Informed Treatment


Stinson, Jill & Clark, Michael (In Press) “Motivational Interviewing For Offender Rehabilitation and Reentry” (Guilford Press – Miller/Rollnick Motivational Interviewing Series).


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