Motivational Interviewing: Application, Implementation & Sustainability in Community Corrections

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Consultant Bio

Michael D. Clark (MSW, LMSW) is a Consultant, Trainer and an Addictions Therapist. After 18 years of direct practice as a probation officer and Magistrate, he is currently the Director of the Center for Strength-Based Strategies located in Michigan (United States). This Center has provided contractual training to the United Nations (UN) and the US Departments of Justice (DOJ) and Health and Human Services (DHHS), along with Substance Abuse and Mental Health Services Administration (SAMHSA), the Center for Substance Abuse Treatment (CSAT) and a host of other national organizations. He has provided training and/or onsite technical assistance to the fields of mental health, substance abuse criminal justice, juvenile justice and child welfare organizations throughout the United States, as well as Europe, Canada, the Caribbean and Micronesia.

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Selected listing of clients that the Center for Strength-Based Strategies has facilitated train-the-trainer initiatives in Motivational Interviewing:

- Los Angeles County Probation (Juvenile Probation & Facilities)
- Michigan Association of Community Mental Health Boards
- Wyoming Department of Corrections
- Hawaii District - Federal Probation and Pretrial Services
- State of Nebraska – Youth Rehabilitation and Treatment Center
- South Central Behavioral Health Services – Grand Island, Nebraska
- Utah Department of Corrections
- Montgomery County Juvenile Court – Dayton, Ohio
- Mid-Plains Center for Behavioral Healthcare Services – Kearney, NE
- Brazoria County – Texas, Community Corrections Department
- Bay-Arenac Community Mental Health, Bay City, Michigan
- Pennsylvania Board of Probation and Parole
- Arizona Department of Juvenile Corrections
- State of Hawaii - Oahu Juvenile Court / Child Protective Services
- Shelby County Juvenile Court - Memphis, Tennessee
- Nashville County Juvenile Court - Nashville, Tennessee
- North Carolina TASC (Treatment Alternatives for Safer Communities)
- Louisiana Department of Corrections
- State of Idaho, Juvenile Corrections Department
- Montgomery County Adult Community Corrections – Dayton, Ohio
Implementing Evidence-Based Practice in Community Corrections: The Principles of Effective Intervention

Evidence-Based Practice (EBP) (con’t.)

The following framework of principles is listed in developmental order and they are all highly interdependent. For example, offender assessments must consider both risk to reoffend and criminogenic needs, in that order. Research indicates that resources are used more effectively when they are focused on higher-risk rather than lower-risk offenders, therefore considering offenders’ risk to reoffend prior to addressing criminogenic needs allows agencies to target resources on higher-risk offenders (see Appendix B).

Eight Evidence-Based Principles for Effective Interventions

2. Enhance Intrinsic Motivation.
3. Target Interventions.
   a. Risk Principle: Prioritize supervision and treatment resources for higher risk offenders.
   b. Need Principle: Target interventions to criminogenic needs.
   c. Responsivity Principle: Be responsive to temperament, learning style, motivation, culture, and gender when assigning programs.

Creating a Supervision Tool Kit: How to Improve Probation and Parole

(Gliecher, et. al., June 2013) Federal Probation

"The main focus here—involves the actual interaction between officers and their supervisees. It may well be assumed that office visits are too brief or perhaps too bureaucratic to be a conduit through which offender change can be facilitated. But dismissal of the value of office visits now appears to be a mistake. Thus, as noted above, an emerging literature shows

(1) that the quality of the relationship between an officer and offender, a sort of therapeutic alliance, is important, and

(2) that the content of the officer-offender discussion within the supervision meetings may be essential to effecting behavioral change."

"Research shows that the use of core correctional practices within community supervision services has been associated with considerable recidivism reduction of offenders (Bonta et al., 2010; Bourgon, Bonta, Rugge, Scott, & Yessine, 2010)."

Three more points to consider

- A) We need to factor in approach goals (what constitutes a good life) as well as avoidance goals (reducing risk).
- B ) Risk-Need-Responsivity (RNR) never claimed it was perfect or a perfected model.
- C) Direct quote by Andrews and Bonta (2006): "The idea of enhancing RNR through greater attention to human motivation is very attractive."
The article that caused the spiral....


The article that caused the spiral....

- Principle #2 – "Enhance Intrinsic Motivation"
- "Research strongly suggest that Motivational Interviewing techniques, rather than persuasion tactics, effectively enhance motivation for initiating and maintaining behavior changes."

Familiar 3 reported in 2013 article

- Strategic Training Initiative in Community Supervision (STICS)
- Effective Practices in Community Supervision (EPICS)
- Staff Training Aimed at Reducing Re-arrest (STARR)
- Research by Lowenkamp et al. (2012) provides some beginning evidence that STARR reduces recidivism among high-risk offenders when it is coupled with officer training in Motivational Interviewing.

"Creating a Supervision Tool Kit: How to Improve Probation and Parole" Gliecher, et. al., (June 2013) Federal Probation

- (1) that the quality of the relationship between an officer and offender, a sort of therapeutic alliance, is important
Treatment Outcome research

Staff Behavior ➔ Client Engagement

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

The change attributable to the alliance was 5x to 7x greater than that of specific models or techniques. (Wampold, 2001)

What Doesn’t Work:
The Medical Model in the Social Sciences

The progress of telecommunications, aeronautics/space & medicine

The lure of the medical model
--The potency of a pill
laxative

The “What Works” Phrase.....

“Creating a Supervision Tool Kit: How to Improve Probation and Parole”
Gliecher, et. al., (June 2013) Federal Probation

1. that the quality of the relationship between an officer and offender, a sort of therapeutic alliance, is important, and

2. that the content of the officer-offender discussion within the supervision meetings may be essential to effecting behavioral change.

Ratio of “Talk Time”
Probationer vs. Officer

- Total number of words spoken in a 14 min. report in....
  - 1,740
    - Officer –
    - Probationer –

How Does MI Work?

Client Language ➔ Positive Outcomes

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The Causal Chain
- Staff behaviors
  - Talk about Change
  - Talk about Status Quo
- Positive Outcomes
- Null Outcomes

The "sound" of Ambivalence – It's Both
- "I want to quite getting high. I've lost so many jobs."

- "But it's what I do, I don't think I can quit"

- "But I really need to. I did it once for 2 months"
  - "But I've tried, and I don't stick to it. I'll probably fail this time too."

Painting Analogy

3 E's
Farming Analogy

2 Training Sessions
- MI-1 Fundamentals
- MI-2 Advanced

Preparations & Agency Work-up to choose T4T Candidates
- Selection ("best in – best out")
- Already trained? How much / when? (inoculation effect)
- Oversight between sessions
- "Opportunity, not a guarantee"
- Attrition – numbers of candidates
- Can supervisors take part?

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THE SELECTION PROCESS FOR THIS
MOTIVATIONAL INTERVIEWING (MI) TRAINING INITIATIVE IS A FUNNEL

All staff attend a two day introductory training.

Manager/Supervisor meeting. Staff whose style and counseling approach are aligned with a Motivational Interviewing style. These staff have the abilities to set up helping, collaborative relationships with their clients (as identified by their supervisors / management) and meet selection criteria. These identified staff begin the MI training train-the-trainer series.

Phase 2: Two days of MI intermediate training
Phase 3: Two days of advanced MI training

Trainee's who return from the two MI sessions and remain energized and interested in the MI approach are identified by management for interest and skills.

Trainee's submit audio recordings of client sessions (with all appropriate release of information forms signed) which are then coded and graded for MI-adherent skills.

Trainee's identified by the consultant who possess upper-tier MI skill proficiency enter this train-the-trainer session. (Selections from direct observation, department feedback and coding results.)

Ongoing booster sessions with training team for continued enhancement of MI training skills. This can include "shadowing" or co-training, coding training, curriculum review and on-site coaching in spaced intervals.
Digital taping of sessions & Coding

Training of Trainers (ToT)

Designing For Sustainability

Train
Coach
Practice

The Case for Coaching

+ Coaching in the field

"...officer proficiency of core correctional practices occurred as a result of the ongoing coaching sessions (Smith et al., 2012)."

Extinction Effect

How to keep staff focused after training concludes?

- Web Courses with Small Skills Groups

- Training can carry active ingredients or inert substances.
- Regarding education and learning transfer: "Carries trash – carries brilliance"

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On-site (in person) vs. Web-based (distance learning)

- As of 2011 - nine (9) meta-analyses reviewing thousands of independent studies
- Controlled studies comparing
  - (A) distance education instruction – web-based
  - (B) on-site instructor – classroom-based
    - Majority of the findings?
      - (1) Same rates of learning
      - (2) Equally motivating

On-site (in person) vs. Web-based (distance learning)

- When differences were noted:
  - Design and Engagement made the difference, NOT the medium used to deliver the instruction

Pod coaching

Via Phone conference

Pod coaching

Via Videoconferencing
### The Case for Coaching

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>+ Demonstrate in training</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>+ Practice and feedback in training</td>
<td>60%</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>+ Coaching in the field</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
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### Implementation Science

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
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<tr>
<td><strong>Impl. Team</strong></td>
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<tr>
<td>Effectiveness</td>
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<tr>
<td>Intervention</td>
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EXPLORATION

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INSTALLATION

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INITIAL IMPLEMENTATION

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FULL IMPLEMENTATION

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- 
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RELEASE OF INFORMATION TO AUDIOTAPE

I (name of participant) ________________________________________________________

On (today's date) ____________________________________________________________

- Give my consent for my voice to be audio-taped under the conditions listed below.
- This document is a release of information to allow my voice and conversation to be audio-taped.
- Any audio tapes made of my interactions are only for educational purposes. No other use, re-
  creation or duplication is permitted.
- They are expressively NOT for any public, agency or court review whatsoever.
- The sole reason for these audio productions is to educate professional staff to improve their helping
  efforts.
- I understand I can revoke this agreement at any time by forwarding a signed copy of this agreement
  to: Rebecca DeCess, BA, 58 Bee Jay Ave., Lansing, Michigan 48906 / telephone (517) 204-
  5375 / Fax: (517) 913-6074 / email: micoding@aol.com

Consent:

Signed (participant) ________________________________________________________

Please print name __________________________________________________________

Date ______________________________________________________________________

Signed (staff-counselor) ____________________________________________________

Please print name __________________________________________________________

Date ______________________________________________________________________

Signed (witness) __________________________________________________________

Please print name __________________________________________________________

Date ______________________________________________________________________

Please list the audio file name so we can join / file this release to this audio tape:

data

(Correct sequence is: your three initials, the client’s two initials, the tape number and “UTAH”

Revoking this agreement*: 

Signed ________________________________________________________

Date ______________________________________________________________________

*Participant giving consent is to keep a signed copy. Please forward a consultant’s copy to Rebecca
DeCess, BA by mail, fax or scan and send via email attachment.

Don’t forget to place the tape identifier (audio file name) on this form!
Most organization have a tendency is to send people off to training, write a policy that the training should be put into practice, and hope for the best. This has been known as “train and pray.” When grant funding is involved, this phrase can changed to “spray and pray.”

In a memorable speech Bill Miller gave at Columbia University on the issue of seminar training and coaching, he summarized the current MI implementation research.

In sum,

1. A seminar is only slightly more effective than self-study which has minimal effect on MI consistent interviewing;

2. Seminar + Feedback yields a modest but significant increase MI-consistency;

3. Seminar + Coaching yields a slightly higher MI-consistency result;

4. Seminar + Feedback + Coaching yields an even more significant increase in MI-consistency

5. However, only the group with S+F+C yields an increase in change talk which is the only one of the variables here that correlates with actual client behavior change.
Readings suggested as pre-training resources. Two resources each for both (1) managers / supervisors and (2) line-staff

**Motivational Interviewing and the Probation Executive: Moving into the Business of Behavior Change**


- Why Would the Probation Executive Want To Implement Motivational Interviewing?
  - 1. Motivational interviewing aligns your department with evidence-based practice.
  - 2. It can help your staff to get "back into the game" of behavior change.
  - 3. It suggests effective tools for handling resistance and can keep difficult situations from getting worse.

- Why Would the Probation Executive Want To Implement Motivational Interviewing?
  - 4. It keeps your officers from doing all the work, and makes interactions more change-focused.
  - 5. Motivational interviewing will change who does the talking.
  - 6. This approach will help prepare offenders for change
  - 7. Motivational Interviewing changes what is talked about

**Publication for Agency Integration of MI**


(NIC Accession number 0222533) The document is available on the NIC web site and can be downloaded at: http://nicic.org/Library/022253

**Table of Contents by Chapters**

- 1. How Motivational Interviewing Fit In with Evidence-Based Practice
- 2. How and Why People Change
- 3. The Motivational Interviewing Style
- 4. Preparing People for Change
- 5. Building Motivation for Change
- 7. From Start to Finish: Putting Motivational Interviewing into Practice

**Publications for Line-Staff / Pre-training**


**Motivational Interviewing for Probation Officers: Tipping the Balance Toward Change**

Michael D. Clark, Director, Correctional Behavioral Change (CBC) & Behavioral Health Services (BHS) - Director, Veterans Affairs Administration's Office of Mental Health Services

Michael D. Clark, Executive Director, Correctional Behavioral Change (CBC) & Behavioral Health Services (BHS) - Director, Veterans Affairs Administration's Office of Mental Health Services

All articles listed are available for free download (in PDF) from: www.buildmotivation.com
Motivational Interviewing (MI) has become a favored Evidence-Based Practice because it’s been found to increase engagement between staff and offender and retention in services of our mandated clients. Why the demand for MI in Probation & Parole work? Because it’s a helpful way of assisting people in finding their own reasons for change. MI is for working with people who don’t want to work with you!

20 WEB COURSES for Motivational Interviewing (MI)

The most comprehensive series published for internet-based training in Motivational Interviewing

Unlimited Access for a FULL YEAR

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 APPA or the Center for Strength-Based Strategies
(517) 244-0654
www.buildmotivation.com
Motivational Interviewing "Pod" Coaching
Increasing MI Skills through Group Sessions

(A) Candidates assigned to coaching pods. Pods consist of 3 staff matched with 1 MINT trainer who will lead each session.

(B) One Pod member is designated as the "on-site" facilitator to assist the Pod coach and agency staff with synching calendars – efforts aimed at helping to convene each coaching session.

(C) Prior to first session, surveys and a "coaching needs analysis" are to be completed and returned to Pod coach.

(D) First pod session (3:1 ratio) completed via group conference call. Coaching session concludes with assignments and tasks given to staff to are to be completed before next group meeting. Subsequent pod sessions are generally held every 2-4 weeks. (Total number of sessions to be determined)

(E) Depending on arrangement, Pods can be assisted (on-site) by local MI trainers or coaches. Coaches can audit Pod coaching session and offer additional coaching in between Pod sessions.

Sessions are generally arranged at six (6) sessions per Pod group spread across three (3-6) months in length (or as determined)

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