

Texas Judicial Commission on Mental Health
January 2023

Motivational Interviewing

*Preparing People for Change &
Increasing the Possibility of Change*

SHIFTING MODELS OF CRIMINAL JUSTICE

Monitoring

Compliance

Change

Motivational Interviewing

Motivational Interviewing is
a collaborative,
person-centered
form of guiding to elicit and strengthen
motivation for change.

Motivational Interviewing

“Arranging the conversation so that it’s the clients that make arguments for change and not me.”

-Bill Miller

Why MI?

- Evidence-based > 1000 clinical trials, 2/3 of trials show a beneficial effects
- Successful in **brief** interactions – 1 to 2 session effects
- Applies to many problem areas - health behaviors, substance abuse, mental health, education, CPS, drop-out prevention, criminal justice, management, etc...
- Improves outcomes of other treatment methods
- Non-specialists can learn and use
- Verifiable with **coding and coaching** – is it being delivered properly?
- Crosses cultures well – 50 different languages
- More effective with less motivated clients, minority clients
- Corrections: Reliably improves readiness for change and treatment engagement

HOW IS MI DIFFERENT?

Traditionally:

Invoke information (plea, persuade)

Logical persuasion

Tell what to do

Tell why to do it

Push! Push! Push!

MI:

Evoke information (draw out)

Collaborate on plans

Support positive talk

Gently pull with open questions and reflections

Myths about MI

- I (we) already do it
- It's easy
- It can be learned in a 2-day workshop
- It takes more time
- It won't work on High-Risk clients

A little bit
about
change ...



You would think...

...that having a heart attack would be enough to persuade him to stop smoking, change his diet, exercise more and take his medication

...that hangovers, damaged relationships, a car crash and blackouts would be enough to persuade him to stop drinking

...that the threat of blindness, amputations, and other complications from diabetes would be enough to motivate weight loss and glycemic control.

...that time spent in detention would keep youth from re-offending.

Why don't people change?

We don't care enough

(unmotivated, ambivalent)

We don't know how to change (skill deficit)

We don't see why we need to change (denial)

We don't know we need to change
(uninformed)

CLIENT
INTRINSIC
MOTIVATION
IS THE KEY



CHANGE IS
MORE
LIKELY TO
STICK IF:

Autonomy

- It was their choice

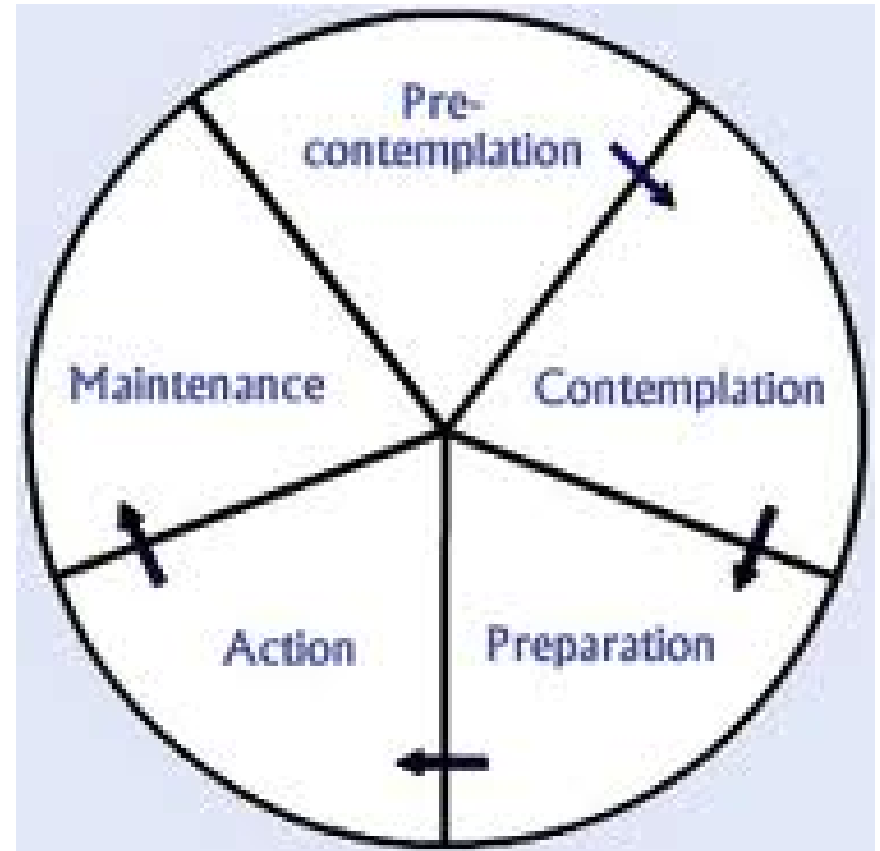
Competence

- They have the skills

Relatedness

- Other people will support the change

STAGES OF CHANGE:



**"My doctor said,
'only one drink
of alcohol a
day.' I can live
with that"**

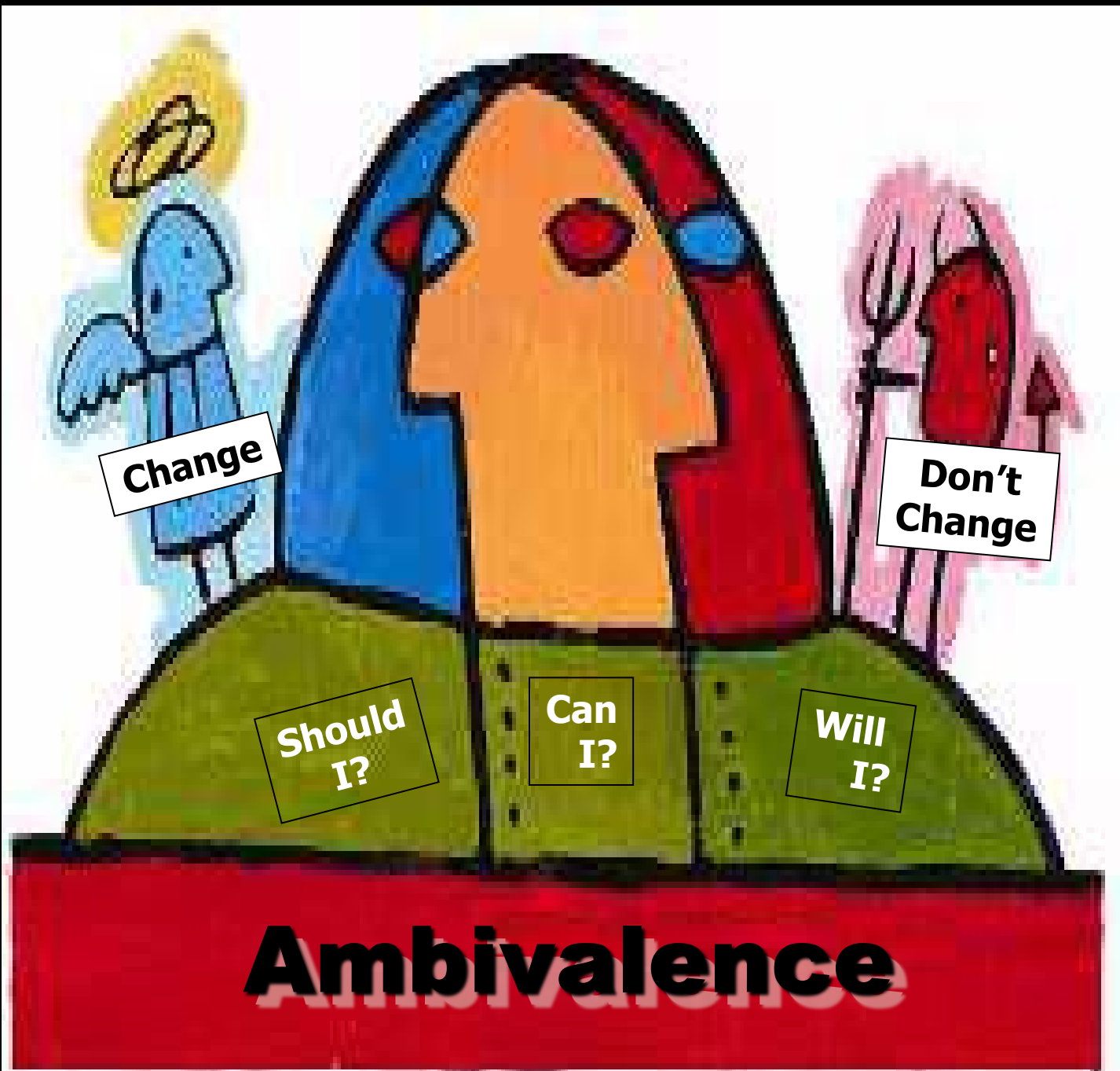


JUSTICE SYSTEM ORGANIZATIONAL CULTURE

- PREMATURE FOCUS – we know how to fix it
- LABELING -- he's a chronic substance abuser
- QUESTION-ANSWER -- interrogation
- CONFRONTATION/DENIAL -- I'll get to the bottom of this
- EXPERT -- I'm the JPO, you're the client
- BLAMING -- the parent is the problem

RESIST THE “RIGHTING REFLEX”

- A REFLEX WE HAVE TO FIX/SOLVE/CURE OUR CLIENTS TALKING
- WE TEND TO OFFER ADVICE/INFORMATION/TIPS TO CORRECT WHAT IS WRONG, OR TO GET THE CLIENTS TO “FOLLOW THE AGENDA” WE THINK IS BEST FOR THEM
- THIS IS COUNTER-PRODUCTIVE TO THEIR OWN CHANGE



Change

Don't
Change

Should
I?

Can
I?

Will
I?

Ambivalence

SELF-PERCEPTION THEORY

Self-perception theory says that people learn about their own attitudes and character traits by observing their own behavior. This mainly happens when we are unclear about our feelings toward something, and then go on to attribute our attitude or belief to some realization around our behavior.

-Daryl Bem

When clients speak about change, they are more likely to change.

CHANGE TALK vs. SUSTAIN TALK

I don't think I can do this

My wife doesn't care so why should I

I know I need to quit

I'm starting to feel like I can do this

My kids are important to me and I don't want to hurt them

I wish I could but I don't know how

I can't live without marijuana

I don't want to live like this anymore

What clients SAY during a session predicts outcome (change talk vs. sustain talk) – ratio matters

CHANGE TALK ...

Follow with Questions & REFLECTIONS

➤ DESIRE – Want, wish, like

“I want to get a job”

➤ ABILITY – Can, could, would

“I could ask my brother to help me put together my resume”

➤ REASONS – If, then

“If I found a job, I guess my wife would quit bugging me about the rent”

➤ NEED – Need, have to, got to

“I need to find a job”

The FLOW OF CHANGE TALK



What DOES MI LOOK LIKE?

<p>Relational – MI SPIRIT (BLUE)</p>	<p>Empathic, engaging conversational quality</p> <p>Respect for client choice, personal responsibility</p> <p>MI Spirit: Autonomy, Collaboration, Evocation</p>
<p>Technical – SKILLS (GREEN)</p>	<p>Identification of a target behavior</p> <p>Selective use of questions, reflections, and other techniques to increase change talk and decrease sustain talk around target behavior</p>

Spirit of MI: AUTONOMY

The acceptance that the client can and does make their own choices about the course of their own lives (good or bad).

It is acknowledging the other's right and freedom not to change that sometimes makes change possible.

EXPRESS EMPATHY

- *Understanding* what the speaker is experiencing in his/her situation
- ACCEPTANCE facilitates CHANGE
- Skillful reflective listening is fundamental

DEVELOP DISCREPANCY



A discrepancy between present behavior and important goals, values, or knowledge will motivate change



The client should present the argument for change

ROLL WITH RESISTANCE

- Avoid arguing for change
- Resistance is not directly opposed
- Shift direction of the momentum
- Resistance is a signal to respond differently

“Resistance “

“Discord”

SUPPORT SELF- EFFICACY

Belief in the possibility of CHANGE is important

The CLIENT is responsible for choosing and carrying out personal CHANGE

There is HOPE in the range of approaches/services available

SPIRIT OF MI

YOU CANNOT MAKE
SOMEONE ELSE
CHANGE!

The choice is, and always will be theirs.

SPIRIT OF MI

“There is something in human nature that resists being coerced and told what to do. Ironically, it is acknowledging the other’s right and freedom not to change that sometimes makes that change possible.”

-- Bill Miller

Motivational Interviewing in Healthcare



TECHNICAL ASPECTS

“MI SKILLS”

BASIC STRATEGIES

OPEN-ENDED QUESTIONS

AFFIRM

REFLECT

SUMMARIZE

OPEN-ENDED QUESTIONS

More than one possible answer; gets people talking

What else?

Tell me a little bit
about your
drinking

What things
might work for
you?

What concerns
do your parents
have about
your drug use?

EXERCISE:
CHANGE
CLOSED to
OPEN?

Do you really want to quit drinking?

How often have you been drinking?

Is this pattern of behavior hurting you?

Are there any people who could support you?

NOT SO GOOD QUESTIONS

BACKWARD QUESTIONS:

Why can't you?

Why don't you?

Why won't you?

DEAD QUESTIONS:

Did you really think that would work?

Affirmations



Commenting positively on an attribute



A statement of appreciation



Observing the person doing something right



An expression of hope, caring, or support



Affirmations must be genuine



Recognizes persons EFFORTS, STRENGTHS, and ABILITIES

AFFIRMations

Look For Ways to affirm; makes change more likely

I think that will
really work for you

That's a good
idea

Thanks for taking
care of that

I appreciate
you showing up
on time

Affirmations include

Alluding and referring to what has been said or done earlier:

I understand that it is hard for you to talk about this.

You have a lot of resources that will help you deal with this problem

Attributing interesting qualities to a person:

You have the qualities of a leader. People look up to you.

You are a person with very high integrity

Praise for effort:

The progress you have made is quite impressive.

It took a lot of hard work to get to that point.

AFFIRMATION EXAMPLE:

“I’m proud of you.”

“This was important to you –
you worked hard to make this
happen”

WHAT’S THE DIFFERENCE?

CAUTION -- NO CHEERLEADING ALLOWED !!!



REFLECT

Use a statement rather than a question

GIVE BOTH
SIDES

GIVE THE
EMOTION

REPEAT

REWORD

REFLECTIVE LISTENING

There's a real distinction between :

HEARING THE WORDS

and

LISTENING FOR MEANING

SIMPLE REFLECTIONS

- Stays very close to what the speaker said
- Adds very little beyond what was said
- Communicates ATTENTION and INTEREST

EXAMPLES:

Client: “I’m not sure I buy into this outpatient stuff you said I need to attend.”

JPO: “You are not sure about treatment.”

Client: “I’m so sick and tired of being told what to do.”

JPO: “You’re frustrated with others telling you how to act.”

COMPLEX REFLECTION

Goes well beyond what the speaker has said ...

AMPLIFIED – Sometimes pushes an absolute statement made by the speaker

DOUBLE SIDED -- Acknowledges both sides of the **ambivalence** ... avoid the word “but”

METAPHOR-SIMILE – Uses “picture language” or paraphrase

AMPLIFIED REFLECTIONS

Increases the intensity of the resistant element:

I have so many things to do as part of my probation ...

This is too much for you to handle ...

DOUBLE SIDED REFLECTIONS

On the one hand you're excited about leaving the program and having more freedom AND

on the other hand you're nervous about having less structure in your life.

DOUBLE SIDED REFLECTIONS

Strategic -- Which side of ambivalence do you want to end with?

Metaphor/Simile REFLECTION

My mom's
always
exaggerating. I
haven't been
that bad.

You feel she makes
mountains out of
molehills

SUMMARIZE

Before you Leave, connect the dots

When we meet in 2 weeks, you'll ...

You decided to ...

Let me see if I can summarize

So what we've decided is that ...

SUMMARIZE

BOOKEND, SEVERAL REFLECTIONS, BOOKEND

BOOKEND – Let me see if I got this right ...

You finally acknowledged that hanging with the same crew wasn't going to work ...

You recognized that boredom was only one of the causes ...

And you recognized that using was only a symptom of a deeper issue...

BOOKEND – Where does that leave you? OR What else?

ASK A SCALED QUESTION:

On a scale of 1-10, how important is it for you to make a change in your ...?

1 _____ 10
Not important *Important*

- a.) What makes it that important?*
- b.) Why are you at an xx and not at a 1?*
- c.) What else?*

IMPORTANCE SCALE

ASK A SCALED QUESTION:

On a scale of 1-10, how confident are you that you can make a change in your ...?

1 _____ 10
Not confident *Confident*

- a.) What makes you that confident?*
- b.) Why are you at an xx and not at a 1?*
- c.) What else?*

CONFIDENCE SCALE

MI RESOURCES

Motivational Interviewing website

[Welcome to the Motivational Interviewing Website! | Motivational Interviewing Network of Trainers \(MINT\)](#)

Motivational Interviewing Training in Criminal Justice: Development of a Model Plan
[72_2_9_0.pdf \(uscourts.gov\)](#)

Two Probation Officer Interviews (National Institute of Corrections) – video training
[http://nicic.gov/Library/022005](#)

Motivational Interviewing video training curriculum

[Motivational Interviewing - SWV – The Change Companies](#)

MI RESOURCES

Motivational Interviewing in Criminal Justice

<https://www.innovatingjustice.org/sites/default/files/media/document/2018/Motivational%20Interviewing%20in%20Criminal%20Justice.pdf>

Motivational Interviewing in Juvenile Drug Treatment Court

[Motivational Interviewing Skills in Action for Juvenile Drug Treatment Court Teams: A Technical Assistance Bulletin - NCJFCJ](#)

Motivational Interviewing for Probation Officers: Tipping the Balance Toward Change
[clarktipping.pdf \(motivationalinterviewing.org\)](#)