



MOTIVATIONAL INTERVIEWING
COACHES' WORKBOOK



Purpose and Use of the Motivational Interviewing Workbook

Purpose: In 2015, the “Motivational Interviewing Implementation and Practice Manual” became available to all juvenile probation departments as a resource of steps, materials, strategies, and protocols to guide departments in the training and implementation of motivational interviewing practices. The Manual highlights the awareness that the investment into this Stage 2 activity of the Juvenile Justice System Enhancement Strategy (JJSES) is intentional and purposeful within an average two-year process. Given differences in pace and timing, counties across the Commonwealth are at various stages of MI implementation. Nonetheless, what has been found to be critical is the identification, support, and continuous training of motivational interviewing coaches. This workbook is intended to offer coaches assistance in this vital role and provide tools for staff training.

Use: Probation Officer proficiency in the use of MI requires ongoing boosters, small group trainings, reinforcement of MI skills, and the providing of feedback. The role of an MI coach is to be an ambassador in executing these learning events. This will not only enhance the proficiency and confidence of the MI coach, but it will also move the department from proficiency into implementation and long term sustainability. The time that an MI coach will spend in this role will vary based on the individual needs of their department. At a minimum, bi-annual half-day booster trainings are recommended.

Booster training topics should include all of the Eight Stages of Motivational Interviewing:

1. Spirit of MI
2. OARS

3. Recognizing Change Talk
4. Eliciting and Strengthening Change Talk
5. Resistance
6. Developing a Change Plan
7. Consolidating Client Commitment
8. Switching Between MI and Other Methods

An important theoretical contribution to motivational interviewing is Prochaska and DiClemente's "Stages of Change" model (DiClemente & Velasquez, 2002). Understanding the Stages of Change model and accurately assessing which stage the youth is at is critical. Failing to focus on the tasks of the appropriate stage can lead to disengagement, predictable failures, and violations. It is therefore recommended that Stages of Change be added as a training topic for enhancing motivational interviewing skills.

Additionally, MI coaches can assist in skill practice, engage in policy and procedure discussions, individualize training needs (especially for new hires), promote stakeholder engagement, and become a regional resource for neighboring counties.

The Workbook is organized by the eight stages of learning motivational interviewing and the Stages of Change model. Various modalities will be provided to accommodate learning styles, formats, and training durations. Some activities will overlap into other chapters and JJSES related activities. Where overlap exists, cross references will be noted at the bottom of the material.

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CHAPTER 1

THE SPIRIT OF MOTIVATIONAL INTERVIEWING

Handout 1.1: PACE

Handout 1.2: SPIRIT OF MI CHECKLIST

Introduction & Directions: These handouts provide easy reference to the components of the spirit of motivational interviewing along with a checklist reminder. The quote by Stanley Kubrick, a well-known film director, offers another way of understanding the importance of the spirit of MI. The handout may also be used as an email reminder/attachment to keep MI alive between booster sessions.

Purpose: Provides a simple definition of the spirit of MI, a visual aid, a checklist, and a quote to capture its importance using little instruction or interaction.

The Spirit of Motivational Interviewing

Definition: MI is more than the use of a set of technical interventions. It is also relational and characterized by a way of being with the client. This relational dimension is referred to as the “spirit” of MI which has four main components. Mindful attention to the spirit of MI builds rapport and professional alliance.

P A C E

- **PARTNERSHIP** - Collaboration means working in partnership with the client. We don't MI people; rather, we use MI with people.
- **AUTONOMY/ACCEPTANCE** - In general, if people think that they are making changes for their own reasons, they are more likely to maintain new behaviors. The opposite of autonomy support is to make people do things, to coerce and control.



- **COMPASSION** - To actively promote the other's welfare, to give priority to the other's needs. An awareness of what is of benefit to the client.
- **EVOCATION** - The resources for change and motivation are presumed to reside within the individual. We want the offender in an active-speaking role, rather than in a passive listening role.

HANDOUT 1.2

The “Spirit” of Motivational Interviewing: Checklist

Partnership

- ✓ MI is a collaborative partnering with the youth and families we serve.
- ✓ Sees the youth as the expert on themselves.
- ✓ Asks for permission.
- ✓ Avoids premature focus.
- ✓ Focuses on mutual understanding versus the probation officer being right.

Acceptance

- ✓ The probation officer is a guide, but the youth must make their own decisions to change.
- ✓ Respects the youth’s autonomy—regardless of whether they change.
- ✓ Informs and encourages choices without judgment.
- ✓ Sees ambivalence as normal.

Compassion

- ✓ The probation officer demonstrates genuine care and concern.
- ✓ Understands and validates the struggle.

Evocation

- ✓ Instead of telling juveniles what to do, MI evokes the youth’s own motivation and resources for change.
- ✓ Trusts the youth to be motivated for something.
- ✓ Relies on asking versus telling.
- ✓ Avoids the expert trap.

You may not remember all of the processes and techniques of MI, but if you incorporate the Spirit of MI in all of your interactions with youth, you would have gone a long way in making a difference.

Adapted from *CCNC Motivational Interviewing Resource Guide*, Community Care of North Carolina. Retrieved from <https://www.communitycarenc.org/media/files/mi-guide.pdf>.

The truth of a thing is the feel of it, not the think of it.

-Stanley Kubrick

ACTIVITY 1.1

Spirit of MI and Professional Alliance Traits

Activity Overview and Major Concepts: This activity demonstrates how MI blends with other JJSES activities, with a primary focus on the Four Core Competencies, and even more specifically, on the Professional Alliance Traits.

Take-Aways:

1. Learners will be able to demonstrate how MI skills blend with and assist in developing the core Professional Alliance skills.

Instructions: There are 2 sheets as a part of this activity—a list of statements that highlights the key concepts of the spirit of MI, and the List and Definitions of the Professional Alliance Traits.

Using the Professional Alliance Trait List as their worksheet, participants should match the Spirit of MI concept with the appropriate traits, listing the number of the MI Key Concept at the end of the Professional Alliance Trait definition. Assure the participants that there may be more than one key concept that relates to the Professional Alliance Trait.

Materials & Equipment Needed:

1. Pen/Pencil
2. Spirit of MI Key Concepts Sheet
3. Professional Alliance Traits Worksheet
4. Answer Guide

Time Expected



Hints & Tips: This activity can be done in large or small groups with a partner. Allow participants time to discuss with their partners. After they have had time to complete, ask for volunteers to give their answers. Seek additional answers that may be different from other groups. Answers can also be given in a round robin style. Highlight to the group that there truly are no right or wrong answers.

Experience Level Barometer:



Cross References: Four Core Competencies, Professional Alliance

ACTIVITY 1.1

The Spirit of Motivational Interviewing

KEY CONCEPTS:

1. Motivation to change is elicited from the client and not imposed.
2. It is the youth's task, not the PO's, to articulate and resolve his or her ambivalence.
3. Direct persuasion is not an effective method for resolving ambivalence.
4. The conversation style is generally a quiet and eliciting one.
5. The PO is directive in helping the youth examine and resolve ambivalence.
6. Readiness to change is not a client trait but a product of interpersonal interaction.
7. The relationship is more like a partnership than expert/recipient roles.

ACTIVITY 1.1

Professional Alliance Traits

- Articulate - Provides sufficient detail and context for true communication to occur.
- Attentive - Uses nonverbal communication to indicate engagement.
- Authentic - Does not use manipulation in order to gain compliance.
- Confidence - Knows the business of juvenile justice and communicates it. Teaches and gives information instead of lecturing.
- Empathetic - Does not accept misbehavior but can relate to how that behavior comes about. Is nonjudgmental but does not excuse or sympathize with antisocial or criminal behavior. Understands how barriers may have contributed to difficulties. Recognizes that different people require different interventions.
- Empowering - Believes people can change and communicates this belief with conviction. Provides opportunities for youth to stretch out of their comfort zones.
- Flexible - Recognizes that circumstances change and that intervention strategies and case plans should change accordingly.
- Listens Actively - Is highly attuned to words and nonverbal communication. Encourages youth to speak candidly.
- People-oriented - Genuinely cares about youth and families and communicates that with sincerity.
- Purposeful - Is clear and intentional. Provides youth with behavioral choices and is clear about consequences.
- Reinforcing - Supports progress toward change. Believes that behavioral change is possible. Discusses skills and information enthusiastically.
- Respectful - Respects the time and efforts of juveniles. Treats individuals with dignity.
- Sense of Humor - Is able to enjoy interactions with others. Recognizes that humor can be used effectively to reduce stress/conflict or shed light when appropriate.
- Strength Based - Identifies and encourages youth to use their strengths to overcome barriers and accomplish goals.

ACTIVITY 1.1

Professional Alliance Traits – Suggested Answer Guide

- Articulate - Provides sufficient detail and context for true communication to occur. (7)
- Attentive - Uses nonverbal communication to indicate engagement. (4)
- Authentic - Does not use manipulation in order to gain compliance. (1,3,7)
- Confidence - Knows the business of juvenile justice and communicates it. Teaches and gives information instead of lecturing. (5)
- Empathetic - Does not accept misbehavior but can relate to how that behavior comes about. Is nonjudgmental but does not excuse or sympathize with antisocial or criminal behavior. Understands how barriers may have contributed to difficulties. Recognizes that different people require different interventions. (6)
- Empowering - Believes people can change and communicates this belief with conviction. Provides opportunities for youth to stretch out of their comfort zones. (2,5,7)
- Flexible - Recognizes that circumstances change and that intervention strategies and case plans should change accordingly. (6) MI is dynamic vs static
- Listens Actively - Is highly attuned to words and nonverbal communication. Encourages youth to speak candidly. (4,7)
- People-oriented - Genuinely cares about youth and families and communicates that with sincerity. (7)
- Purposeful - Is clear and intentional. Provides youth with behavioral choices and is clear about consequences. (3,5)
- Reinforcing - Supports progress toward change. Believes that behavioral change is possible. Discusses skills and information enthusiastically. (6,7)
- Respectful - Respects the time and efforts of juveniles. Treats individuals with dignity. 6
- Sense of Humor - Is able to enjoy interactions with others. Recognizes that humor can be used effectively to reduce stress/conflict or shed light when appropriate. (7)
- Strength Based - Identifies and encourages youth to use their strengths to overcome barriers and accomplish goals. (1,7)

Activity 1.2: SELF-EVALUATION OF SPIRIT OF MI

Introduction & Directions: Assessing the elements of PACE is sometimes difficult, but it is often a feeling about the relationship and interaction. We all have difficult clients. These individuals may leave us feeling uneasy about our work or even dreading our next encounter. Consider your work situation and think about a difficult client. After completing the following self-evaluation, think about the four areas of the spirit of MI (PACE).

Allow participants the opportunity to share their situations. Inquire what they have learned or realized because of this exercise. Was this an isolated encounter? Is this a pattern in that particular relationship? Are there some areas in which they are stronger than in other areas? Encourage each participant to brainstorm a new conversation for their next meeting with this individual.

Purpose: This exercise demonstrates the importance of embracing the spirit of MI, particularly when faced with a difficult or resistant client. This exercise can also be helpful for those in supervisory roles looking to model the spirit of MI with their staff.

Cross Reference: Rolling with Resistance

ACTIVITY 1.2

SELF-EVALUATION OF THE SPIRIT OF MI

Partnership

We are working against
each other

1 2

We are in the room but
not much is happening

3 4 5

We are working
in partnership

6 7

Autonomy

I struggle with the client's
choices and/or press the
client to change

1 2

I seem indifferent to
the client's wishes
or choices

3 4 5

I recognize and honor
the client's choices,
including no change

6 7

Compassion

I struggle to see beyond
the client's behavior

1 2

I can't work with a client
that isn't compliant

3 4 5

I give priority to the
client's needs & welfare

6 7

Evocation

I am presenting the
reasons for change

1 2

I just let the session go
wherever it will go

3 4 5

I am drawing out the
client's views on change

6 7

ACTIVITY 1.2

What, if anything, do these ratings tell you might need to happen for the relationship to change?

What might you do differently to change the relationship?

If you were to try one new approach with this client, what would it be?

ACTIVITY 1.3

What Do the Qualities of MI Look Like?

Activity Overview and Major Concepts: The spirit of MI relates to the “feel” of a conversation, rather than focusing on using a specific set of phrases or scripting an interaction. The videos used in this activity show a pediatrician who is interacting with a patient while demonstrating ineffective and effective representations of the spirit of MI. While the videos depict an interaction between a physician and patient, the intent is to focus on the partnership, acceptance, compassion, and evocation that are demonstrated. The “Ineffective Physician” video is an example of what an interaction looks/feels like without incorporating any of the spirit of MI qualities. The “Effective Physician” video is an example of what an interaction looks/feels like when incorporating the spirit of MI.

Take-Aways:

1. Learners will be able to articulate that MI is not focused on repeating a set list of phrases, but rather about demonstrating the “spirit of MI” in their conversation style.

Instructions: First, show the “Ineffective Physician” video and then, immediately following, show the “Effective Physician” video. After viewing both videos, ask the participants for feedback about what they observed. As a part of the discussion, consider asking how the mother in the video responded; how was her motivation affected by the conversation?

Materials & Equipment Needed:

1. Internet access and video viewing equipment (at a minimum, a computer screen) to watch the online YouTube clips.

The Ineffective Physician: www.youtube.com/watch?v=80XyNE89eCs

The Effective Physician: www.youtube.com/watch?v=URiKA7CKtfc

Time Expected



Hints & Tips: Consider mentioning that while the physician seems competent, her expertise as a physician did not automatically translate to the patient planning to change. How can this be compared to probation officers as experts in juvenile justice? Additionally, both videos are approximately the same length, and they can be helpful in showing that engaging with MI does not take more time.

Experience Level Barometer:



VIDEO RESOURCE

ACTIVITY 1.4: THE SPIRIT OF MI IS CALM AND ELICITING

- This video is a demonstration of Monty Roberts, better known as the original horse whisperer. It is a wonderful example of partnership. Monty Roberts Horse Whisperer Join Up Example:

www.youtube.com/watch?v=9Dx91mH2voo

Introduction & Directions: Monty Roberts is best known as the original horse whisperer. What does it take to break a horse? What does it take to shape an offender into a responsible, law abiding citizen? What can force and coercion achieve? Ask participants to view this video with the focus on the “joining up” process. After viewing, ask participants for their feedback. Note the attention to body language to gauge the “conversation” between Monty and the horse. How does body language affect our rapport with youth and families? Note Monty’s comments about resistance and how “that’s to be expected.” What does resistance alert us to when working with our clients? Other conversation topics may include trauma and fear.

Purpose: Introducing different teaching modalities and analogies can help with staff buy-in and keep trainings engaging. This video offers a visual analogy into the “arena” of partnership, acceptance, compassion, and evocation.

Cross Reference: Resistance

CHAPTER 2

CORE MI SKILLS (OARS)

Handout 2.1: MI CORE SKILLS

Introduction & Directions: The backbone of MI, also known as the core skills, is referred to by the easy acronym of OARS, which reflects the following elements: **O**pen-Ended Questions, **A**ffirmations, **R**eflective Listening Statements, and **S**ummarizations. The blending of these core skills, along with the spirit of MI, creates the art of conversation between the PO and the youth. Assure the participants that most of them have a natural MI-like style, so some of this is not new. What is important is to be intentional and mindful in using all the core skills. This sheet offers descriptions, reasons, and connections relating to how the skills work together.

Purpose: Simple reminders, along with brief descriptions of engagement with each core skill, make for an easy reference sheet. This handout could be a simple email reminder, an attachment in a training packet, or an easy guide for training new staff or stakeholders.

HANDOUT 2.1

MI Core Skills: OARS

Open-Ended Questions:

- Questions that can't be answered by "yes/no" or one word answers.
- Psychologically lead people to answer more fully and more honestly.
- To be most effective, they land on client change talk and are client-centered by utilizing information we have about the client's life, needs, desires, values, preferences, dreams, and ideas.
- Designed to be intriguing; even if the youth doesn't answer them, they may be stimulated to think differently or with more awareness about the nature of their problem.
- Help client to focus on change talk—on their strengths, successes, and abilities.

Affirmations:

- Factual, specific, unarguable statements about client strengths, past successes, successes in another area of their life, abilities, achievements, and talents.
- Specifically meant to build self-efficacy, helping the youth recognize they already have some of the ingredients needed for change and are thus more likely to see change as possible and even likely.
- Inject hope, as the youth are typically unaware of or nonchalant about their strengths/successes.
- Strengthens rapport, as the youth sees PO as willing to see beyond their negative behaviors.

Reflective Statements:

- Used to land on/augment/highlight any change talk we hear from the youth.
- Starters are often as follows: "So, it sounds like..."; "So, what I'm hearing..."; "It seems like..."; etc.
- Typically lead into an open-ended question, both of them highlighting and/or reinforcing change talk.

Summarizations:

- A summarization or tightening up of conversation; reigns in client talk that is all over the place; refocuses conversation. A larger, more involved reflection.
- Announce a summarization such as, "Let me sum up what we've discussed here..." then name the themes discussed, and check in to see if you got it right or missed anything. End with open-ended questions.
- Can use to begin a new session as a bridge between sessions; keeps conversation focused.

ACTIVITY 2.1

Changing Closed-Ended Questions to Open-Ended Questions

Activity Overview and Major Concepts: This activity highlights the importance and benefit of using open-ended questions during client interactions. With open-ended questions we don't limit the youth to responding with a yes/no answer, but rather we increase the likelihood that they will give a more detailed and genuine answer. Open-ended questions also provide the opportunity to learn more about the youth and assist in evoking change talk.

Take-Aways:

1. Learners will gain skill practice in incorporating open-ended questions into their conversation style.

Instructions: Using the worksheet, ask the participants to change the list of closed-ended questions into open-ended questions. This activity can be done individually, in pairs, or in small groups. You may even split the questions into odd/even numbered questions. To demonstrate the various construction possibilities of creating an open-ended question from the same closed-ended question, you may choose to write participant answers on a flip chart or another display board.

Materials & Equipment Needed:

1. Pen/pencil
2. Closed-Ended to Open-Ended Questions Worksheet
3. Flip Chart/Display Board (*optional*)
4. Answer Guide

Time Expected



Hints & Tips: It is important to note that while open-ended questions are a core skill, it does not mean that one can never use closed-ended questions—they are necessary! Especially during the intake process and compliance check-ins, closed-ended questions allow for the youth to tell us what we want to know. Open-ended questions, however, allow the youth to tell us what they want us to know.

Experience Level Barometer:



Cross References: YLS, Intake

ACTIVITY 2.1

Closed-Ended Questions to Open-Ended Questions

1. That would be good if you stopped fighting with your mom, wouldn't it?
2. Do you want to stop skipping school?
3. Don't you want to be drug-free so your girlfriend is proud of you?
4. Don't you think it would be nice if you weren't fighting with your family all the time?
5. You know stealing is wrong, don't you?
6. Wouldn't things be better if you stopped running away from your problems?
7. Do you ever think of going to college?
8. Don't you want to get off probation sooner?
9. Is drug use something you want help for?
10. Isn't it going to be easier if you just follow the rules?
11. Aren't you going to be relieved if you can figure out how to get along with your teachers?
12. You want to be allowed to play football, don't you?

13. Are you happy with the way things are?

14. Don't you like it more when people are off your back?

15. You have to stop getting arrested if you want to get/keep a job, don't you?

16. How much money is this process costing you?

17. When are you going to get it together?

18. How many times do you have to be told?

19. Can't you just listen to your parents?

20. You know this is a violation, right?

21. How much marijuana do you smoke?

22. Did you have a good day in school today?

23. Are you doing OK?

ACTIVITY 2.1 Example Answers

Closed-Ended Questions to Open-Ended Questions

1. That would be good if you stopped fighting with your mom, wouldn't it?
(O) Tell me about the things that you and your mom don't agree on?
2. Do you want to stop skipping school?
(O) What else is affected when you don't attend school?
3. Don't you want to be drug-free so your girlfriend is proud of you?
(O) How does your drug use affect your relationship with your girlfriend?
4. Don't you think it would be nice if you weren't fighting with your family all the time?
(O) Tell me about a recent time when you and your family were getting along?
5. You know stealing is wrong, don't you?
(O) What do you think about after you have stolen something?
6. Wouldn't things be better if you stopped running away from your problems?
(O) Tell me about some things you have worked on in the past?
7. Do you ever think of going to college?
(O) Tell me about your future goals?
8. Don't you want to get off probation sooner?
(O) How will things be different for you when you are off probation?
9. Is drug use something you want help for?
(O) Tell me what are some negative things that have occurred because of your drug use?
10. Isn't it going to be easier if you just follow the rules?
(O) What have you struggled with the most?
11. Aren't you going to be relieved if you can figure out how to get along with your teachers?
(O) Can you tell me about a teacher you have a good relationship with?

12. You want to be allowed to play football, don't you?
(O) Tell me what being on the football team means to you?
13. Are you happy with the way things are?
(O) Tell me about the things that are going well for you?
14. Don't you like it more when people are off your back?
(O) What concerns do those that are close to you have about your situation?
15. You have to stop getting arrested if you want to get/keep a job, don't you?
(O) How does your legal situation affect your ability to get/keep a job?
16. How much money is this process costing you?
(O) What has been affected by this event?
17. When are you going to get it together?
(O) Tell me about some other situations where something like this has happened to you?
18. How many times do you have to be told?
(O) Where do you think you are getting stuck?
19. Can't you just listen to your parents?
(O) What is it that is important to your parents?
20. You know this is a violation, right?
(O) What responses can you anticipate as a result of this?
21. How much marijuana do you smoke?
(O) What's a typical situation when you smoke marijuana?
22. Did you have a good day in school today?
(O) How were the kids on your bus today?
23. Are you doing OK?
(O) What's been going well in your day so far?

ACTIVITY 2.2

Connecting the Dots: MI and the YLS/CMI

Activity Overview and Major Concepts: The intake process is where engagement and professional alliance begin. While the structure of the intake process often necessitates the use of closed-ended questions to obtain specific and factual information, there are times when open-ended questions can be used to garner supplemental and beneficial information. It is important for probation officers to avoid falling into the “Question/Answer Trap.” To avoid this pitfall, probation officers can use open-ended questions to elicit, rather than just confirm, information.

This practice is also helpful when completing a YLS assessment. The value of the YLS/CMI is at its optimum when thorough and relevant information is elicited from the youth and family. Getting into the habit of incorporating more open-ended questions—and generally, incorporating the “spirit of MI” during information gathering—can assist in the process.

Take-Aways:

1. Learners will gain skill practice in using MI skills to gain more thorough information as a part of the intake and/or YLS/CMI process.

Instructions: Using the sample cases provided on the activity sheet, conduct the following skill practice exercises:

1. Role Play: The probation officer sits down with the youth and family in preparation of completing the YLS assessment.
2. Role Play: The probation officer is reviewing the YLS assessment results with the youth and family.
3. *Optional:* Create YLS booster cases where the probation officer needs more information to complete YLS scoring.

Materials & Equipment Needed:

1. Sample Cases Worksheet
2. YLS Booster Cases (*optional*)

Time Expected:



Hints & Tips: Asking too many open-ended questions in a series (without time for reflective listening) can mimic the closed-ended “Question/Answer Trap.” As a general practice, asking no more than three questions in a row can help avoid this pitfall.

Experience Level Barometer:



Cross References: YLS, Intake

ACTIVITY 2.2

Sample Cases

Carmine is a 16 year old who has failed 9th grade twice. He's frustrated with school and is truant fairly often. He states, "I just wanna be out there earning a living on my own, making my own rules. Adults don't know what's best for me; they lie or make stupid decisions about their own lives, so how can they help me?" He is respectful toward his mother when talking with her, but behind her back he steals money from her purse. He's been arrested for assault; he gets into fights after school when "punks make fun of me about my small size."

Cheryl, age 14, has been referred on charges of Criminal Mischief, Disorderly Conduct, and Trespassing. She was with several of her friends when they vandalized the Boys and Girls Club, where she had previously been a member of their basketball team. She describes her friends as "so freakin' immature" and prefers to hang out with 16-17 year olds. Her parents are divorced, and Cheryl spends equal time with them, as well as some weekends with her grandmother, who also attended the Intake.

Otis is 16 and has been referred for 4 counts of Theft and Receiving Stolen Property as well as Possession of Controlled Substances. He is in the 10th grade and is an excellent student, but he is often truant. His mother is chronically ill, and he often stays home from school to care for her and to take care of household responsibilities. He says he would "love to go to college or something, but that's never gonna happen." His father died two years ago, and Otis feels that he is now the head of his family. To earn money, he has become involved in a stolen car and car parts operation. Inside one of the recovered cars found on his property was marijuana and K-2. He denies the drugs were his and doesn't put it past the police planting it there, because "they have been out to get me." He's hinted at running away just to get a break and "get on with my life."

Activity 2.3: AFFIRMATIONS

Introduction & Directions: Affirmations are a core MI skill that allow the PO to focus on something positive to build empowerment and self-efficacy in the youth. To build self-efficacy, affirmations need to be factual and specific so youth can see their strengths, successes, abilities, and talents. It requires active listening to hear the positive and accentuate it. Affirmations are different from praise in that affirmations are factual and specific, whereas praise is general and opinion based. A good affirmation generally centers on the word “you,” such as “You did an excellent job avoiding that fight by leaving the football game.” Praise can become judgmental and often centers around the word “I,” such as “I think you did an excellent job of avoiding that fight by leaving the football game.” Removing the “I think” will keep the statement factual and relevant. Follow up the affirmation with an open-ended question to explore how they accomplished it, what choices they made to do it, how they learned to do it, how it feels to have done it, what benefits they see in having done it, etc.

Purpose: This activity allows participants to practice being nonjudgmental, factual, and specific in creating an affirmation.

ACTIVITY 2.3

Affirmations

Change the following statements into Affirmations (A), then write a follow-up open-ended question (QO).

Youth recently completed Community Service hours & received a report from the supervisor in charge indicating that he worked diligently & was cooperative.

1. "Good job finishing your Community Service."

(A)_____

(QO)_____

Youth signed up for GED classes and took the bus to the first class.

2. "Now you're making progress."

(A)_____

(QO)_____

Youth completed victim offender group, and the staff of the program described him to you as cooperative and respectful during the class.

3. "I'm really glad to hear you completed the victim offender group."

(A)_____

(QO)_____

Youth reported that his manager at work has given him more hours.

4. "I'm glad to hear your time will be occupied."

(A)_____

(QO)_____

Youth has followed curfew for one week.

5. "See, I knew you could do it."

(A) _____

(QO) _____

Youth has pulled his grades up to Cs.

6. "See, I told you that you are smart."

(A) _____

(QO) _____

Youth reported she stopped seeing her abusive boyfriend.

7. "Good for you. You deserve better."

(A) _____

(QO) _____

Youth submitted a clean urine test.

8. "I am really glad, because I didn't want to violate you."

(A) _____

(QO) _____

Youth tells you he lied about staying away from the co-defendant.

9. "Well, I knew it all along, but it's nice you finally told me."

(A) _____

(QO) _____

Parent called you just to say how well things have been going at home.

10. "I can't tell you how wonderful it is for me to get a nice phone call from your Mom."

(A)_____

(QO)_____

Youth had advanced to the next level in his residential program.

11. "Your parents are going to be so proud of you."

(A)_____

(QO)_____

Youth has paid all restitution.

12. "The victim is really going to appreciate this."

(A)_____

(QO)_____

ACTIVITY 2.3 Example Answers

Affirmations

Youth recently completed Community Service hours & received a report from the supervisor in charge indicating that he worked diligently & was cooperative.

1. "Good job finishing your Community Service."
(A) "You really paid attention to the details of your community service and were easy to work with."
(QO) "Tell me about someone in your life whose work ethic you admire?"

Youth signed up for GED classes and took the bus to the first class.

2. "Now you're making progress."
(A) "Your signing up and finding transportation really shows your independence."
(QO) "What support do you need to continue?"

Youth completed victim offender group, and the staff of the program described him to you as cooperative and respectful during the class.

3. "I'm really glad to hear you completed the victim offender group."
(A) "Your willingness to talk in the group and be open shows you took the process seriously."
(QO) "What was something you realized due to attending the group?"

Youth reported his manager at work gave him more hours.

4. "I'm glad to hear your time will be occupied."
(A) "You are becoming a trusted, valuable employee."
(QO) "How did you learn to operate the cash register?"

Youth has followed curfew for one week.

5. "See, I knew you could do it."

(A) "You did a good job planning ahead in order to be able to get home by curfew."

(QO) "What have been the benefits of following your curfew?"

Youth has pulled his grades up to Cs.

6. "See, I told you that you are smart."

(A) "Completing your homework and studying for tests has really paid off."

(QO) "What has been the reaction of your teachers?"

Youth reported she stopped seeing her abusive boyfriend.

7. "Good for you. You deserve better."

(A) "I know you have strong feelings for your boyfriend, yet it is good that you see the importance of keeping yourself safe."

(QO) "What helped you make this decision?"

Youth submitted a clean urine test.

8. "I am really glad, because I didn't want to violate you."

(A) "You have been struggling with staying clean but have demonstrated you do not want to violate your probation."

(QO) "What change did you make to not smoke?"

Youth tells you he lied about staying away from the co-defendant.

9. "Well, I knew it all along, but it's nice you finally told me."

(A) "You being honest about your peers shows you want to improve how people trust you."

(OO) "What might some of the benefits be if you stopped hanging out with Mike?"

Parent called you just to say how well things have been going at home.

10. "I can't tell you how wonderful it is for me to get a nice phone call from your Mom."

(A) "It's great to hear that your improvements at home are being noticed!"

(OO) "What do you believe has made the difference?"

Youth has advanced to the next level in his residential program.

11. "Your parents are going to be so proud of you."

(A) "Being away from your family has really been hard, and you have used that as motivation to succeed in this program."

(OO) "How have they continued to support your being here?"

Youth has paid all restitution.

12. "The victim is really going to appreciate this."

(A) "You have done an excellent job sticking to your payment agreement, managing your other bills while also showing responsibility to the victim."

(OO) "How do you think the victim will feel when they get this money?"

HANDOUT 2.2: AFFIRMATIONS

Introduction & Directions: Affirmations send a powerful message to the youth that not only are you listening, but you are listening for something positive and telling them what positive thing you learned about them. For many youth, hearing something positive is rare and can even be uncomfortable. Whether a simple affirmation or a purer affirmation, encourage participants to seize the opportunity. Remind them that affirmations may also be considered a reward. As noted in **Four Core Competencies—Rewards and Sanctions**, the ratio of rewards to sanctions is 4:1.

Purpose: This handout is designed to be a quick reference of affirmations that may be used in common conversations. This would also work well to email as an MI coaching tip/reminder to staff.

Cross References: Four Core Competencies, Rewards and Sanctions

HANDOUT 2.2

Affirmations

- Your commitment really shows by (*insert a reflection about what the youth is doing*).
- You showed a lot of (*insert what best describes the youth's behavior—courage/determination*) by doing that.
- It's clear that you're really trying to change your (*insert risky/problem behavior*).
- By the way you handled that situation, you showed a lot of (*insert what best describes the youth's behavior—courage/determination*).
- With all the obstacles you have right now, it's (*insert what best describes the youth's behavior—impressive/amazing*) that you've been able to refrain from engaging in (*insert risky/problem behavior*).
- In spite of what happened last week, your coming in today shows that you're concerned about changing your (*insert risky/problem behavior*).
- I'm really glad you brought that up.
- I think what you are doing is really difficult. I'm really excited to be working with you on this.
- I appreciate that you are willing to talk about this.
- That's a good idea. Can you tell me more about it?
- You have struggled, but you have had some real successes.
- You are a very resourceful person.
- You handled yourself well in that situation.
- You've had a setback, but you are really trying. Let's look at the progress you are making.

ACTIVITY 2.4: THINKING REFLECTIVELY

Introduction & Directions: Listening and interpreting what is heard isn't always easy. A reflection is a hypothesis that the listener makes about what the speaker is saying. This can go wrong for several reasons including: 1) the speaker does not say exactly what is meant, 2) the listener does not hear the words correctly, or 3) the listener gives a different interpretation to what the words mean. The process of reflective listening is intended to determine whether "what the listener *thinks* the speaker means" is the same as "what the speaker *actually* means." A reflective statement is the articulation of the hypothesis.

In this activity, have participants complete the following sentence: "*One thing I like about myself is that I _____.*" (Don't use a physical attribute such as "I have blue eyes" or "I am tall.") In groups of three, one person will read their sentence, one will be the listener, and one will be the recorder. The listener is to respond by asking, "*Do you mean that you _____?*" The speaker responds with only "yes" or "no." The recorder will write all the possible responses. When the first listener seems to have reached an end, switch to allow the recorder to ask questions and the listener to record. Debrief the exercise before allowing everyone a turn at reading their sentence.

Purpose: The complexity of what one hears compared to what the speaker means is highlighted in this activity. While this exercise uses closed-ended questions, the focus is on how multiple hypotheses can be generated in forming a reflective statement.

ACTIVITY 2.4

Thinking Reflectively

There are many hidden meanings in what one says and another hears. This exercise is designed to demonstrate how a listener can generate multiple hypotheses regarding what a speaker may mean in any given statement.

- On a slip of paper, each participant writes and completes the following statement: *“One thing I like about myself is that I _____.”*
- In triads, one speaker reads their statement. One listener responds by asking, *“Do you mean that you _____?”* The speaker may only respond with *“yes”* or *“no.”* Recorder notes the questions and responses.
- When the speaker has reached an end, switch roles with the recorder.

EXAMPLE:

SPEAKER: *“One thing I like about myself is that I’m organized.”*

LISTENER: *“Do you mean you keep your desk tidy?”*

SPEAKER: *“No!”*

LISTENER: *“Do you mean that you manage your time well?”*

SPEAKER: *“Yes”*

LISTENER: *“Do you mean that you always know where to find things?”*

SPEAKER: *“No”*

LISTENER: *“Do you mean that you manage to get a lot done?”*

SPEAKER: *“Yes”*

LISTENER: *“Do you mean that you are a good planner?”*

SPEAKER: *“Yes”*

LISTENER: *“Do you mean that you are difficult to live with?”*

SPEAKER: *“Yes”*

ACTIVITY 2.5: FORMING REFLECTIONS

Introduction & Directions: Reflections are actually a listening skill that allows the PO to form a statement that makes a guess about what the youth means. Conversations void of reflections, no matter how wonderful the open-ended questions are, may eventually feel like a nice interrogation. Those skilled in MI offer two to three reflections on average per question asked. A well-formed reflection lets the youth know you were listening but also allows a check-in to verify you heard them and understood them correctly. If you didn't get it right, the youth will surely correct you and continue to engage in the conversation. Reflections can vary from a simple reflection to complex reflections, and they are most powerful when they land on any change-talk we hear from the youth.

Purpose: This activity allows the participants to form reflections that can range from simple to more complex. This activity can be done individually or in pairs. Participants can be asked to form more than one reflection. The exercise can be processed by going in a round-robin fashion to gather responses which can be recorded on a flip chart.

ACTIVITY 2.5

Forming Reflections

Read the sentence and write down a reflective response to the sentence.

Example: I have had fun, but I can't keep going like this.

- You have enjoyed yourself.
- While things are fun right now, you're wondering about making a change.

1. I know I need to make some changes. I mean, I am here now. I never thought I would be here.
2. I don't have a drug problem. I can stop using at any time.
3. Miss, I do not think you understand where I am coming from... I tried all of those things!
4. I don't think the meds helped all that much, and I really didn't like the way they made me feel.
5. I know pot is illegal, but it's the only thing that calms me down.

ACTIVITY 2.5 Example Answers

Forming Reflections

1. I know I need to make some changes. I mean, I am here now. I never thought I would be here.

The reality of all of this has helped you see a true need to make some changes in your life. What are some changes you have considered?

2. I don't have a drug problem. I can stop using at any time.

You don't feel your life has been impacted at all by your drug use. You feel you have complete control over your use. How would your life be different if you were not using?

3. Miss, I do not think you understand where I am coming from... I tried all of those things!

You were open to trying some new things in the past, but you didn't find any benefits. What would be helpful for you now?

4. I don't think the meds helped all that much, and I really didn't like the way they made me feel.

You found a few benefits with the medication and didn't like the side effects. What other options do you have?

5. I know pot is illegal, but it's the only thing that calms me down.

You want some stress management yet understand the potential legal issues of your pot use. What are some of the other consequences of smoking?

VIDEO RESOURCE

ACTIVITY 2.6: ACTIVE LISTENING

Introduction & Directions: Mindful active listening and reflection can be very beneficial in developing rapport and decreasing resistance. Some staff may be concerned that MI requires a lot of time. Use a short (3 minutes), humorous clip from *Everybody Loves Raymond* to demonstrate the development of active listening skills: www.youtube.com/watch?v=4VOubVB4CTU. Discuss Debra's reaction to Ray's success. Does this relate to any resisters in the staff?

Purpose: Allow staff an easy, humorous opportunity to observe active listening and developing reflections.

ACTIVITY 2.7: SUMMARIZATIONS

HANDOUT 2.3: DEVELOPING TRANSITIONAL SUMMARIES

Introduction & Directions: As the final core skill of MI, the purpose of summarizations is to link together what has been discussed. Summarizations tighten up the focus of the conversation; create a smooth transition to bridging the formation of next steps; and can amplify the desire, ability, reason, need, and commitment to change (DARN-C). While many think of summarizing at the end of a session, summaries can be very effective when used at the beginning of a session to bring into focus the previous meeting. Formulating a summary in the middle of a session can be very helpful if the client seems overwhelmed or if the conversation has lost focus.

Recommended strategies for using summaries as transitional statements can be found from Miller and Rollnick (2002) as well as the “I CAN” strategy.

- Indicate this is a summary, and include
- Change talk,
- Ambivalence, and then ask about the
- Next step

To create an activity and skill practice, utilize the sample scenarios. This may be done with a partner or in groups of three where one would be the observer, one the PO, and one the youth. After allowing time to skill practice, provide feedback and reverse roles.

Purpose: This activity is designed to practice making transitional summaries. Sample scenarios are provided to engage in skill practice.

HANDOUT 2.3

Tips for Making Transitional Summaries

Miller and Rollnick (2002) have recommended elements of effective transitional summaries. These suggestions include:

- A statement indicating that you are pulling together what the client has said.
- A summary of the client's perceptions of the issue, including any reasons or need for change noted by the client.
- A summary of the client's ambivalence, including the benefits of the status quo.
- Objective evidence relevant to the importance of change.
- A restatement of desire, ability, and commitment to change.
- Your assessment of the client's situation, especially when it matches the client's concern.

Another strategy, while very similar, is called the "I CAN" strategy:

- Indicate this is a summary, and include
- Change talk,
- Ambivalence, and then ask about the
- Next step

ACTIVITY 2.7

Formulating Summaries

Scenario #1: Target behavior - Studying for school

“I don’t want my mother brought into this. I don’t see why she would need to be. I know some things need to change, and I have been talking about this with my dad. I live with him and he pays the bills, so I think it makes sense to talk with him. I know I need to get some things going, if I’m going to graduate. I’ve been talking with my teachers—more or less—and I think I know what I need to do. I am a little worried about all the things that I have to do between now and the end of the year.”

Scenario #2: Target behavior - Improving relationship

“I am willing to apologize, but he has to admit that he wronged me as well. I admit that what I did was wrong. I shouldn’t have said it. But he also said some things that were pretty mean and won’t acknowledge it. There was a context, and now all of our friends have turned against me. Still, I know it’s not doing me any good staying angry. I just feel worse and more depressed. So, I know that I should let go, but it’s hard.”

Scenario #3: Target behavior - Marijuana use

“Here’s the deal. I came in here thinking it was just bad luck I got caught. I mean everybody smokes pot, and I didn’t know that you could get a DUI for smoking. I really hadn’t smoked that much, and I just needed it for my stress. I guess I feel lucky that nobody got hurt. I’m not ready to stop smoking entirely, but I am thinking hard about making low-risk choices. It’s just not worth it. I’m not coming back here again.”

ACTIVITY 2.7

Sample Summary Responses

Scenario #1: Target behavior - Studying for school

Let me see if I understand all of this. You've filled your dad in on the situation, but you're not so sure you want to bring your mom into the discussion. You want to graduate and are worried about getting everything done. You know things need to change. What do you think you'll do?

Scenario #2: Target behavior - Improving relationship

I think I've got it, but let me check. You're feeling stuck because you can't put your anger down. From your vantage point, it feels like his unwillingness to admit his part keeps you stuck, though there is also some recognition that hanging onto this view may be costing you. Where do you think you want to go from here with waiting for his apology?

Scenario #3: Target behavior - Marijuana use

So let me summarize where you are. You were unaware that a negative consequence of smoking marijuana is that you can get a DUI. You are also thankful that no one was injured by your decision to smoke and drive. While one of the benefits of smoking has been to help you with your stress, you are starting to consider the risks of using, because you are clear that you don't want to come back here again. It sounds like you are really looking at your future. What other things would be affected if you stopped smoking?

CHAPTER 3

RECOGNIZING CHANGE TALK

Handout 3.1: CHANGE TALK

Introduction & Directions: Soliciting change talk is a cornerstone of Motivational Interviewing. Change talk is how people talk about the idea of change and allows the youth to support his own need for change without the probation officer imposing it. When the need for change is elicited from the youth, he will be less likely to defend not changing. Eliciting and listening for change talk provides the clues to where the youth is at in the Stages of Change. In exploring how people talk about change, listen for **DARN-C** (Desire, Ability, Reason, Need, Commitment).

Purpose: This handout is intended to be used as a reference discussing the importance of soliciting change talk and the listening skills needed to explore change talk.

Cross Reference: Stages of Change

HANDOUT 3.1

Change Talk

Change Talk is how people talk about the idea of change. When the youth mentions change, the listener's skill is to land on it. To listen for change talk, focus on **DARN-C**.

- **Desire:** Wanting is one component of the motivation to change. While it is certainly helpful to have desire, it is not required. People can change even when they don't want to. Listen for why would you want to make the change.
- **Ability:** What does the individual believe their ability is to make the change? We believe what we hear ourselves say. It is difficult to build motivation if we believe change is impossible or unlikely. Listen for how would you do it if you decided.
- **Reason:** A third component of motivation is reason. The *why* however, may suggest reasons *for* as well as *against* change. Listen for the specifics of why or why not to change.
- **Need:** What is the overall importance or urgency to change? When considering intrinsic change, understanding the *why* is important. Listen for scaling of importance, value of importance, and why.

These first four components are often referred to as preparatory change talk, because none of them alone or singularly mean that change is going to happen. To move from preparatory talk into mobilizing talk, elicit and listen for the likelihood of change or commitment.

- **Commitment:** Consider language that suggests the person is leaning toward change or taking steps toward change. Listen for the specifics of what the person will do.

HANDOUT 3.2

Eliciting and Clarifying Change Talk

Handout Overview and Major Concepts: As outlined in more detail in Chapter 9, a key component in promoting behavior change is understanding how the youth perceives the identified problem behavior within the “Stages of Change” context. Attempting to push behavior change, or setting expectations beyond where the youth is within the “Stages of Change,” may result in resistance and inhibit positive behavior change.

Using the core MI skills, OARS (Open-Ended Questions, Affirmations, Reflections, Summaries), and DARN-C (Desire, Ability, Reason, Need, Commitment) can assist in eliciting and clarifying change talk, thereby appropriately identifying where the youth is currently “placed” within the “Stages of Change.” Eliciting and clarifying change talk can also promote the youth’s intrinsic motivation to change and identify appropriate action steps to effectuate behavior change.

Take-Aways:

1. By reviewing the handout, learners will become familiar with different ways to demonstrate OARS and DARN-C during client interactions.



Hints & Tips: While the two concepts/skills go hand-in-hand, the primary focus of this handout is on providing DARN-C examples rather than OARS. It may be helpful to pair this resource with a handout that provides additional OARS examples.

This handout can also be used in structuring skill practice activities. For a quick booster session idea, use each section of example questions as an individual training topic.

Experience Level Barometer: While this handout is rated at “Beginner” level, the learner should be familiar with or receive training on the “Stages of Change” in conjunction with this handout.



Cross References: OARS, DARN-C, Stages of Change

HANDOUT 3.2

Example Questions for Eliciting & Clarifying Change Talk: OARS & DARN-C

Asking Permission

- Do you mind if we talk about (insert the behavior)?
- Can we talk a bit about your (insert the behavior)?
- I noticed you stated _____. Do you mind if we talk about how doing this differently might benefit you?

Evoking Change Talk

- What would you like to see different about your current situation?
- What makes you think you need to change?
- What will happen if you don't change?
- What will be different if you complete probation?
- What would be the good things about changing your (insert the behavior)?
- Why do you think others are concerned about you or (insert the behavior)?

Desire to Change

- How badly do you want that?
- What are some of the things that make you want to change?
- How would you feel differently when you are no longer (insert the behavior)?
- What has happened that you want this change?
- What would make you want this change?
- What will you have or get that you want when you make this change?
- What do you want people to think about you in making this change?
- How long have you wanted to make this change?

Example Questions for Eliciting and Clarifying Change Talk: OARS & DARN-C

Ability to Change

- How would you go about doing that?
- What skill/knowledge/ability do you have that you would use?
- What would it take to do that (or stop doing that)?
- What helps you know that you can do this?
- Who could support you in doing this?
- Who can you learn from in order to do this?
- What skills do you need to make this happen?
- What do you need to stay away from to bring this change?
- What do you know about yourself which tells you that you can start (name the behavior)?
- What is the strongest thing about you that you can use towards changing (name the behavior)?

Reason to Change

- What are the reasons you have told yourself about making this change?
- What are the reasons others have told you about making this change?
- What does continuing (name the behavior) prevent you from having?
- What relationships might you damage or lose if you don't change?
- In what way will you feel differently about yourself in making this change?
- Who matters to you that will feel or think differently about you when you change this behavior?
- Who will be negatively affected if you don't change this behavior?
- What will you notice first in making this change?

Example Questions for Eliciting and Clarifying Change Talk: OARS & DARN-C

Need to Change

- What might or is likely to happen if you don't stop (name the behavior)?
- What have others told you is one of the needs for you to make this change?
- What is likely to happen to your relationship with (parents/grandparents/coach/girlfriend) if you do not make this change?
- What are you at risk of losing if you do not change (name the behavior)?
- What is continuing (name the behavior) preventing you from having or doing that you would like?
- What have the costs been in continuing (name the behavior)?
- What has been damaged in your life with (name the behavior)?
- How will changing (name the behavior) heal or repair that damage?

Commitment to Change

- On a scale of 1-10 (1=low, 10=high) how confident are you that you could change?
- On a scale of 1-10 (1=low, 10=high) how ready are you to make this change?
- What do you need to move your score higher?
- What would need to happen to move from (insert #) to (insert #)?
- Help me understand why you scored in the way you did?
- What steps do you have in mind, and what does your timeline look like to make this change?

CHAPTER 4

ELICITING AND STRENGTHENING CHANGE TALK

Handout 4.1: STRATEGIES TO ELICIT AND STRENGTHEN CHANGE TALK

Introduction & Directions: One of the recommended strategies to elicit change talk is to ask evocative open-ended questions. Subtle suggestions in the format of these open-ended questions can help guide the youth from sustain talk to change talk. What has also been found to be helpful is exploring the bigger picture by incorporating the youth's goals and values into the conversation. The handout offers staff a variety of approaches in eliciting and strengthening change talk.

Purpose: Maintaining the spirit of MI and utilizing core skills are not going to magically bring about a desired change. It is important to discuss that change is a process during which the PO can listen for sustain talk and change talk. The ratio of change talk to sustain talk is a predictor of change actually happening. There are strategies to strengthen the change talk and minimize sustain talk.

Cross References: Spirit of MI, Change Talk

HANDOUT 4.1

Strategies to Elicit and Strengthen Change Talk

The Importance Ruler

Scaling questions are non-threatening and helpful in assessing readiness. It is evocative in that it can focus on any part of DARN (Desire, Ability, Reason, Need).

“On a scale from 0-10, where 0 means ‘not at all important’ and 10 means ‘the most important thing for me right now,’ how important would you say it is for you to_____?”

The answer to this question is helpful but will have greater value when explored with a follow-up open-ended question.

“And tell me about being at a ____ and not 0 (or lower number)?”

Note the subtle difference in asking the question in this format versus asking, “Why are you at a 6 and not a 10?” The answer to the latter question is sustain talk, whereas asking, “Why are you at a 6 and not a 0?” is likely to evoke change talk and the reason that change is important. A pitfall to avoid asking is “On a scale of 0-10 how ready are you to change?” Asking about readiness is too broad and overwhelming. Consider instead asking scaling questions about desire, ability, and need.

Query Extremes

Consider situations where the youth may have little desire for change. One way to elicit change talk is to ask the youth to describe the extremes of their concerns or to imagine the extreme consequences of continuing with the behavior.

“What concerns you most about being on probation?”

“Suppose you continue on as you have been without changing. What do you imagine are the worst things to happen?”

“How much do you know about how a juvenile DUI can impact your future, even if you don’t plan on getting in trouble again?”

It is also possible to approach the extreme from the opposite position by focusing on what can be the best about discontinuing a behavior.

“What would be the best results if you did make this change?”

“If you were completely successful in making the changes you want, how would things be different for you?”

“Imagine for a moment that you did succeed in _____. What might be some good things that could come out of that?”

Looking Back

Youth frequently say, “All you ever do is look at the negative.” This conversation style allows the PO to look back to a time when things were good and no problems emerged. It is intended to highlight the discrepancy of how things are at the present with the possibility of life being better again.

“Do you remember a time when things were going well for you? What has changed?”

“What were things like before you started using drugs (hanging out with negative peers, etc.)? What were you like back then?”

“What are the differences between the person you were two years ago and the person you are today?”

Looking Forward

Another approach for eliciting change talk is to help the youth imagine a changed future and invoke hope.

“If a miracle were to happen when you went to sleep tonight, and you woke to a life you would prefer, what would be different?”

“Tell me how you would like things to be for you 5 years from now?”

“If you were to take a week off from using drugs, what would you do first?”

“You have identified _____ as your goal. What does making this change mean in reaching that goal?”

CHAPTER 5

ROLLING WITH RESISTANCE

HANDOUT 5.1: DECONSTRUCTING RESISTANCE

Introduction & Directions: In the book *Motivational Interviewing: Helping People Change* (2013), William Miller and Stephen Rollnick carefully examine the perfectly normal phase of resistance by using the term “sustain talk.” Offenders who verbalize reasons favoring the status quo are expressing one side of ambivalence. Sustain talk is targeted toward keeping a particular behavior. The concern of sustain talk is that the more an offender argues on behalf of the status quo, the more likely they are to talk themselves out of any change. The recommended response is to use amplified and double-sided reflective statements. Use evocative questions to draw out reasons for change, recalling components of DARN-C (Desire, Ability, Reason, Need, Commitment).

A second form of resistance is “discord.” Discord is about the relationship or rapport between the offender and the probation officer. Some noted signs of discord are arguing, interrupting, blaming, and ignoring. There no longer is a feeling of collaboration, and the probation officer’s professional alliance is deteriorating. When discord is noted, you should first and foremost do all that you can to not fuel the fire, regardless of how difficult that may be. Take time to pause and assess your own mood and check in with your own self-talk about the situation. Return to reestablishing rapport, consider responsivity factors, and use reflective statements about the situation and not the individual.

Using a flip chart, ask officers for examples of resistance they have received from offenders and identify if it was sustain talk or discord. Consider showing a video clip demonstrating resistance as something to be expected, guided, and worked through. Monty Roberts Horse Whisperer Join Up Example:

www.youtube.com/watch?v=9Dx91mH2voo

Purpose: This may be a good opportunity to openly discuss officers’ reactions to resistance. Focus on the fact that resistance is to be expected.

Cross References: Spirit of MI, Reflective Statements

HANDOUT 5.1

Deconstructing Resistance

Ambivalence is comprised of reasons for and against change. It is easy to view those who are moving toward change as “cooperative” and those who are not as “resistant.” Consider resistance as a normal component of ambivalence in *sustaining* behavior.

Sustain Talk

- Statements made by the offender verbalizing the desire for status quo.
- Build amplified and double-sided reflective statements.
- Avoid arguing, persuading, righting the problem.
- Use evocative questions to draw out DARN-C (Desire, Ability, Reason, Need, Commitment).

Discord

- A sign of stress in the relationship between the probation officer and the offender.
- Look for signs (from both the officer and the offender) of arguing, interrupting, blaming, and ignoring.
- Return to building rapport by examining professional alliance traits and the spirit of motivational interviewing.

Activity 5.1: MOVING SUSTAIN TALK TO CHANGE TALK

Introduction & Directions: Upon hearing sustain talk, the challenge becomes the ability to focus on the possible change and bring back a heightened ambivalence where there may also be an argument for change. The use of reflective statements and active listening as well as the use of open-ended questions can draw the offender into contemplation. Use this activity as practice in finding the possible change talk within sustain talk and creating effective responses. After identifying the “change talk,” create a reflective statement followed by an open-ended question.

Purpose: This activity provides skill practice in resistance, identifying sustain talk and change talk, and responding appropriately to support ambivalence.

Cross Reference: Reflective Statements

ACTIVITY 5.1

Moving Sustain Talk to Change Talk

For each of the following statements, formulate a reflective statement and one open-ended question that could bring the offender away from sustain talk.

1. "What's the use in trying that? Nobody gives me credit for trying, anyway." *Change talk is the **desire** to get credit for trying.*

Reflective Statement: _____

Open-Ended Question: _____

2. "I wish all of you would just leave me alone." *Change talk is a **reason** for things to be different so people will not be closely monitoring the youth.*

Reflective Statement: _____

Open-Ended Question: _____

3. "YOU have the problem, not me! I'm not hurting anybody. I'm just trying to get by. These rules and laws are dumb." *Change talk is the **need** to be seen as a person who is not offending anyone else's rights.*

Reflective Statement: _____

Open-Ended Question: _____

4. “Why should I follow these stupid rules? Nobody’s helped me with my life. I’m sick of trying to please every adult.” *Change talk relates to the youth implying **desire** to have someone helping her.*

Reflective Statement: _____

Open-Ended Question: _____

5. “I can’t do all this stuff. I can’t keep up in school, and I have to keep my job to pay for my car. I have too much stress trying to follow all these rules and do all these assignments you’re giving me.” *Change talk is a **reason** for things to change, so school and work are more doable and stress is reduced.*

Reflective Statement: _____

Open-Ended Question: _____

6. “You all think I should change, but I’m FINE the way I am. The others I did this crime with didn’t get in trouble; it’s not fair. I’m the only one who is paying the price for a dumb decision.” *Change talk is the **need** for things to change so others aren’t thinking the youth needs to improve.*

Reflective Statement: _____

Open-Ended Question: _____

ACTIVITY 5.1 Example Answers

Moving Sustain Talk to Change Talk

1. "What's the use in trying that? Nobody gives me credit for trying, anyway."

Reflective Statement: *"Sounds like you'd like to get acknowledged for trying to change."*

Open-Ended Question: *"What's a way you could do something positive in a way that is likely to get noticed?"*

2. "I wish all of you would just leave me alone."

Reflective Statement: *"It seems really important to you that you have a life where so many people are not watching over you closely."*

Open-Ended Question: *"What's one thing you could do to make that begin to happen?"*

3. "YOU all have the problem, not me. I'm not hurting anybody. I'm just trying to get by. These rules and laws are dumb."

Reflective Statement: *"You sound like someone who wants to be recognized as someone who's not trying to hurt anyone else."*

Open-Ended Question: *"How do you think you could start to be someone who is not seen by others as a trouble-maker?"*

4. "Why should I follow these stupid rules? Nobody's helped me with my life. I'm sick of trying to please every adult."

Reflective Statement: *"Seems like you missed out on feeling people have been there to help you."*

Open-Ended Question: *"What would be different for you if you found a way to have someone help you in a way that you need?"*

5. "I can't do all this stuff. I can't keep up in school, and I have to keep my job to pay for my car. I have too much stress trying to follow all these rules and do all these assignments you're giving me."

Reflective Statement: *"I can hear that it's important to you to work and that you want to keep up in school."*

Open-Ended Question: *"What do you need first to help you handle all these requirements a little easier?"*

6. "You all think I should change, but I'm FINE the way I am. The others I did this crime with didn't get in trouble; it's not fair. I'm the only one who is paying the price for a dumb decision."

Reflective Statement: *"Sounds like you'd like others to see you as someone who can handle things in his own way."*

Open-Ended Question: *"What's one thing you could do to help that start to happen?"*

HANDOUT 5.2: EXPLORING TRAPS TO RESISTANCE

Introduction & Directions: To be effective in MI, it is important to examine our own contributions to conversations. Probation officers utilize their professional judgment and experiences in managing the ever-changing needs of their caseloads and job responsibilities. It is easy to fall into telling, labeling, and pushing youth into what they “need” to do. There are five traps that probation officers can fall into which will increase resistance from youth and families. Recognizing these traps is important in evaluating the relationship between the probation officer and the youth. Consider how these examples highlight the importance of honoring the spirit of MI and professional alliance.

Purpose: The relationship between the probation officer and the youth can either increase or decrease resistance. There are five key traps that will increase resistance. Explore each trap and the examples.

Cross References: Spirit of MI, Four Core Competencies (Professional Alliance)

HANDOUT 5.2

Exploring Traps to Resistance

We can increase resistance from youth by succumbing to any of the following traps:

1. The Confrontational Trap

Probation Officer: The PO knows the youth has a problem and confronts him about it.

- *“You are really screwing up. I don’t see any alternatives for you.”*

Youth Response: The youth will often try to minimize the problem and/or deny its existence.

2. The Expert/Righting/Fix-It

Probation Officer: The PO gives all kinds of “expert” advice to right the problem and assumes responsibility for change.

- *“You know I have worked with a lot of kids in very similar situations and have even been through this myself. Let me tell you, there is only one way to solve this.”*

Youth Response: The youth will often respond by playing a very passive and non-committal role in the process. The PO can become the target of blame for failure of the plan.

3. The Labeling Trap

Probation Officer: The PO provides a label or diagnosis for the problem and expects the youth to accept the label.

- *“You have a very serious problem with drugs and alcohol.”*

Youth Response: The youth will often become defensive or move into a confrontation-denial loop.

4. The Blaming Trap

Probation Officer: The PO implies or directly blames the offender for causing the problem.

- *“You are responsible for the financial problems that your family has.”*

Youth Response: The youth will often express an unwillingness to recognize problems, cooperate, accept responsibility, or take advice.

5. Pre-Mature Focus

Probation Officer: The PO decides the agenda and prioritizes the focus of supervision without input from the youth or family.

- *“The court order says that you have to start drug and alcohol counseling, get your grades up, and do community service. I want you to start intensive outpatient counseling next week.”*

Youth/Family Response: The youth will often struggle with the probation officer to change course and may drop-out or be noncompliant. Parents may struggle with time management and financial adjustments, and they may lack in follow-through, appearing unsupportive and resistant.

VIDEO RESOURCE

ACTIVITY 5.2: NAIL IN THE HEAD

Introduction & Directions: It is easy and can feel so logical to fall into traps, yet the reaction of the youth may likely be increased resistance. This short 1:41 minute video will add some humor to the demonstration of falling into traps.

Nail in the Head: www.youtube.com/watch?v=-4EDhdAHrOg

Purpose: Incorporate some humor to simplify how easy it is to fall into traps.

Cross Reference: Active Listening

ACTIVITY 5.3: IN AND OUT OF THE TRAP

Introduction & Directions: Awareness of traps comes in the understanding that they exist and in the ability to recognize them in our own conversations. Falling into the traps will happen, yet there are ways to recover and get out of the traps.

Consider the following scenes and ask staff to identify the trap. Show an escape route by asking them to form an appropriate response.

Purpose: Allow staff to consider common examples of traps and alternate ways of engaging with youth in order to decrease resistance.

ACTIVITY 5.3

In and Out of the Trap

Consider the following scenes between a probation officer and a youth. Identify the trap and escape by writing an appropriate response, valuing the spirit of MI and using core MI skills.

Scene 1:

Probation Officer: *“Eric, the biggest problem you are going to have over the next six months is ME! From now on you are going to follow through with everything on this court order. Let me just read it to you in case you have problems understanding this. You **are** going to go to school every day, you **are** going to stay away from everyone on probation, and you **are** going to listen to your parents.”*

Name the trap _____

Escape the trap _____

Scene 2:

Probation Officer: *“Every one of your offenses involves drugs. There is no need to waste money or time on an assessment. You and I both know you are an addict.”*

Name the trap _____

Escape the trap _____

Scene 3:

Probation Officer: *"I talked with your teacher today, and she agrees with me. You need to stay focused on your school work and stop wasting time in class. You seem to be spending time talking with a particular group of students. Some of them might be a bad influence. I mean, several of them are always getting suspended, being late for school, and failing. I have some experience with this, and the best thing you can do is to find positive people to associate with in school."*

Name the trap _____

Escape the trap _____

Scene 4:

Probation Officer: *"I don't think we have to worry about this too much. You get mad when people try to push you around, right? So, just walk away from people who bug you. I do it all the time. It's not that hard."*

Name the trap _____

Escape the trap _____

Scene 5:

Probation Officer: *"I want you to comply with each of the conditions, complete your community service, get your court costs paid, and stay away from places where you shouldn't be. Oh, and I don't want you using any drugs—I mean none."*

Name the trap _____

Escape the trap _____

Scene 6:

Probation Officer: *“You know, I am sick of your attitude. Sit up in that chair and look at me! I’m tired of having you come in here looking like you are the one who was the victim. What about the people you hurt!”*

Name the trap _____

Escape the trap _____

Scene 7:

Probation Officer: *“I’m not even messing with you anymore. I’m just writing the violation and scheduling you for Court.”*

Name the trap _____

Escape the trap _____

Scene 8:

Probation Officer: *“Let’s just get this right out front so we understand each other and there are no misunderstandings. The most important thing to me is that you respect me. If you respect me, then we won’t have any problems here. Got it?”*

Name the trap _____

Escape the trap _____

HANDOUT 5.3: RESISTANCE TALK FROM STAFF

Introduction & Directions: Not only is it reasonable to expect resistance from offenders, but it is also reasonable to expect resistance from some individual staff members. As coaches, it is important to model the spirit and skills of MI at every opportunity. Your staff is skilled; they have been asked to make many changes and to embrace new initiatives. Particularly, if you are a coach who is also a supervisor and lacking a caseload, this is your learning opportunity for skill practice.

Purpose: This handout has common statements which staff may make in response to implementing MI and additional JJSES related curriculum. Sample responses to these common situations are provided.

Cross References: Four Core Competencies, Carey Guides, BITS

Resistance Talk from Staff

- **“How do you expect me to do more?”**
 - “You already do a lot. How could I help this be not ‘just one more thing?’”*
 - “You feel you’re doing all you can. What would it be like to find out MI can help you do more in less time?”*
 - “How did you come to believe this is just ‘more’ instead of more effective?”*
- **“I’m already good at forming rapport with hard-ass kids.”**
 - “It sounds important for you to build rapport. How can I help you get even better at it?”*
 - “What makes building rapport important to you?”*
 - “How could you use MI skills to help newer officers build rapport the way you do?”*
- **“You know it’s not going to matter in the end.”**
 - “Sounds like it’s important to you that your work matters. How could these skills help with that?”*
 - “It seems like you’re feeling a little discouraged. What if these evidence-based skills could help you feel more hopeful?”*
 - “This work is difficult, and it’s hard to see our effects on kids. What about using these skills could help us see our influence more clearly?”*
- **“What do they think—we’re counselors?”**
 - “It sounds like you feel frustrated about being considered a counselor. What do you see is your role as a PO?”*
 - “Tell me how a PO and counselors are similar, and how they are different.”*
 - “How do MI skills impact your role?”*
 - “What is it that you like about being a PO?”*

- **“I do a lot of this stuff already.”**

“You have confidence in your use of these skills. What would the benefits be of mastering them even better?”

“Sounds like you’re familiar with how the skills work. What would be a benefit of utilizing them with even more finesse?”

“You’re familiar with the skills. How could you help others get proficient in them as well?”

➤ **“Don’t they think I care enough about the kids already?”**

“It sounds like the kids are already really important to you. What matters most to you when it comes to caring about the kids?”

“What skills are most helpful when it comes to caring about the kids?”

“Tell me what caring about the kids means to you?”

➤ **“It’s an okay idea, but I just don’t have time.”**

“So you recognize the value of MI, but you are concerned about having the time to learn and use the skills well. What would make that easier?”

“Sounds like you feel pressured about time constraints. What would it be like to master these skills in a way that actually saved time?”

“You’re concerned about efficiency. What’s your understanding of how MI is an efficient communication approach?”

➤ **“This is all about coddling kids and cutting them breaks.”**

“Holding kids accountable is important to you. How does MI not hold kids accountable?”

“What does accountability mean to you?”

“What helps a kid to be accountable?”

➤ **“Why should we be sympathetic to kids who’ve broken the law and hurt people?”**

“So you have a concern about community protection and accountability. What about MI seems like it’s not holding kids accountable or is about feeling sorry for them?”

“You recognize the value of holding kids accountable. How could MI skills actually highlight accountability?”

CHAPTER 6

DEVELOPING A CHANGE PLAN

Handout 6.1: CHANGE TALK IN THE PLANNING PROCESS

Introduction & Directions: The process of developing a change plan requires a collaborative spirit and engagement. A change plan addresses how an individual will proceed, and how the change will fit into their life. Listen carefully for talk about specific action, intentions, and implementation. Eliciting a change plan involves (1) setting goals, (2) considering change options, (3) arriving at a plan, and (4) eliciting commitment. Using OARS, probation officers will be able to engage and support the youth in designing his own plan and purpose for change. This is an excellent opportunity to discuss the overlap of developing a change plan with developing SMART (Specific, Measurable, Attainable, Realistic, Time Bound) goals and activities in case plan development.

Purpose: The handout explores each of the steps in the change process with some examples of introductions and open-ended questions.

Cross References: Open-ended questions, case planning, BITS Problem Solving

HANDOUT 6.1

Change Talk in the Planning Process

Developing a change plan is a collaborative process that involves (1) setting goals, (2) considering change options, (3) arriving at a plan, and (4) eliciting commitment. Considerations and examples of OARS in each step of the process are as follows:

- SETTING GOALS - Key in the conversation of setting goals with the juvenile is engagement. A common trap is the “righting reflex” or “fix-it lecture.”
 - *“How would you like for things to be different?”*
 - *“What is it that you want to change?”*
 - *“If you were completely successful in accomplishing what you want now, what would be changed?”*
 - *“Let’s take things one step at a time. What do you think is the first step?”*
 - *“How would your life be different if you pursued this goal and reached it?”*
 - *“So that’s your goal. What can you think of that might go wrong with this plan?”*
 - *“What might be good and what might not be so good about reaching this goal?”*

- CONSIDERING CHANGE OPTIONS - For many youth, exploring options to achieve desirable outcomes is a new process. Often, their desired goal has been met with failure. Important in this step is engaging with the youth to brainstorm ideas and develop a menu of options. The youth’s task becomes developing options.
 - *“I’d like to explore all the ideas you have to accomplish this. Can you write a list of brainstorms?”*

- *“What are some suggestions your parents have made to accomplish this?”*
 - *“What have you seen your best friend do to accomplish this?”*
 - *“What have you tried in the past in a similar situation that worked for you?”*
 - *“Which of these options would work for you and how?”*
- ARRIVING AT A PLAN - The key in taking a plan from general to specific is in the ownership of the steps. This also builds self-efficacy. Provide opportunities for the youth to state and/or write their intentions.
- *“So what is it specifically that you plan to do?”*
 - *“What do you think is the first step?”*
 - *“How will you go about it?”*
 - *“How will you prepare?”*
 - *“What do you need to get started?”*
- ELICITING COMMITMENT - Taking ownership of a plan and voicing commitment can be difficult for some youth. It is important to note that the plan needs to be reviewed and evaluated to see what is working. Some youth will still find it difficult and may avoid making a commitment. Remember that ambivalence is at the core of change.
- *“On a scale of 1-10 (10 being high), how confident do you feel about this plan? What would make you feel more confident?”*
 - *“As your PO, what can I do to support you?”*
 - *“I can see that you are not quite ready. This is too important to push you into making up your mind right now. I would like you to think about this. Can we talk about it again at our next meeting?”*

From *Motivational Interviewing: Preparing People for Change* (2nd ed.), W. R. Miller and S. Rollnick, 2002, New York, NY: Guilford Press. Copyright 2002 by Guilford Press.

From *Motivational Interviewing: Helping People Change* (3rd ed.), W. R. Miller and S. Rollnick, 2013, New York, NY: Guilford Press. Copyright 2013 by Guilford Press.

ACTIVITY 6.1: DECISIONAL BALANCE

Introduction & Directions: Helping youth identify goals and strengthen commitment is where MI becomes an approach versus a probation order or compliance expectation. The Decisional Balance activity provides the opportunity to explore the pros and cons of a current behavior. The youth completes this sheet with the PO as both explore each element, evoking discussion and providing reflections. Using a sample vignette or providing a specific behavioral issue, pair POs to skill practice using the sheet. Allow time for the role play to move into the next phase of the change plan process.

Purpose: The Decisional Balance worksheet can be used in numerous scenarios and multiple times with the same youth. It can safeguard against the PO lecturing, telling, or righting a problem behavior. It allows the youth to reflect on all the aspects of a particular behavior.

Cross Reference: Ambivalence

ACTIVITY 6.1

Decisional Balance

<p data-bbox="201 296 803 384">The good things about current situation/behavior</p>	<p data-bbox="862 296 1463 384">The good things about changing current situation/behavior</p>
<p data-bbox="209 1062 803 1150">The not-so-good things about current situation/behavior</p>	<p data-bbox="862 1062 1463 1150">The not-so-good things about changing current situation/behavior</p>

Activity 6.2: CHANGE PLAN WORKSHEET

Introduction & Directions: Providing a means to guide a conversation towards identifying a change can be very supportive to POs as well as to youth. The change plan worksheet incorporates the steps of the planning process and also seeks to incorporate the concept of SMART planning. Using sample vignettes, allow POs to partner and skill practice using this worksheet. For supervisors and coaches, this can also be helpful with guiding and directing staff.

Purpose: This worksheet is a tool for POs to use in helping to guide youth through the change process. It can be helpful in moving the youth from contemplation into action.

Cross References: Case planning, stages of change

ACTIVITY 6.2

Change Plan Worksheet

The most important reasons why I want to make this change are:

My main goals for myself in making this change are:

I plan to do these specific things in order to accomplish my goals:

Specific action

When

Other people could help me with change in these ways:

Person

Possible ways to help

These are some possible obstacles to change and ways I could handle them:

Possible obstacle

How to respond

I know my plan is working when I see these results:

Activity 6.3: PLANNING SCENARIOS

Introduction & Directions: Even when individuals decide upon a goal, the path to arriving there successfully can have many turns and twists. There are three common planning scenarios POs can be faced with. In scenario one, the youth has a clear plan; in scenario two, there are several clear options; and in scenario three, the plan needs to be developed from scratch. Regardless of which scenario, the first most important factor is that the goal is clear. Sample vignettes are provided to match with the three types of planning scenarios. Place POs in groups of three. With one as PO and one as the youth, role play the conversation allowing for invitation to use the change plan worksheet and change talk planning process. The third PO may use this as a coding opportunity.

Purpose: The three scenarios provided differ in complexity of the plan. The examples provide plenty of preparatory talk but little mobilizing or action talk. This activity can be used in parallel discussions about case planning, moving through stages of change, or as a coding opportunity.

Cross References: Stages of change, case planning, change talk, eliciting and strengthening change talk

ACTIVITY 6.3

Planning Scenarios

Scenario 1: When there is a clear plan

Skill Practice: Clarify goal, evoke activation talk, seek commitment, get specifics for preparation, and troubleshoot obstacles.

“I know what I need to do, because I’ve quit smoking pot before. What I need to do is come right home from school and not go out on the weekends. I also need to stop hanging out with George. He’s going to call a lot, but I’m not going to talk to him. I’m not sure what I’ll do at home with all that time—maybe just get caught up in Netflix. I know I’ll have some problems sleeping, but after a week or so it will get better.”

Scenario 2: When there are several clear options

Skill Practice: Clarify goal, evaluate options, evaluate commitment, and troubleshoot obstacles.

“I know I need to complete my education. I have watched everyone in my family struggle because they don’t even have a GED. I feel so far behind in school, but I think the guidance counselor is trying to help me. I just got on the basketball team, and I really like that. I don’t like that I’m older than everyone in my class. Some of those kids really get on my nerves. I could just go for my GED. If I got my GED, I could get into the trade school I want sooner. I know I have made changes so that I can get to school now, but there is so much work to do. I also know that getting a “real” diploma sounds better and would make my parents proud.”

Scenario 3: Developing a plan from scratch

Skill Practice: Clarify goal, develop menu of options, evaluate pros/cons, provide affirmations, and identify obstacles.

“I am tired of being sent to placement. This time I think I have really learned some things that are helpful. I have learned how to stay clean, I’ve gotten good grades in school, and I’ve thought about my future. I was really mad at first when my Mom wasn’t coming to visit. Now I realize that going back home just isn’t a good option. She and her boyfriend are still together and still using and selling. I don’t want to fall back into the same trap, so I need to come up with a plan that’s good for me.”

HANDOUT 6.2: MI PREP FORM

Introduction & Directions: Proficiency in MI comes from training.

Implementation of MI comes in the practice and intentional use of the components of MI. Another way of approaching this is to say, “*As probation officers, we are consolidating our own commitment to implement motivational interviewing.*” For some probation officers, the preparation before meeting with the youth will be important in bringing intention and purpose to the session. Engage the participants in a discussion of what is needed in traditional probation supervision in order to prepare for meeting with a youth. Some responses may be as follows: knowing the requirements of the court order, checking in on hours of community service, getting a school attendance sheet, checking with family about curfew, or having a urine test kit readily available. Next, if the participants are approaching supervision with evidence based knowledge and utilizing motivational interviewing, ask them what they would consider in preparing to meet with a youth.

Purpose: The MI Prep Form was designed by Joseph Boggio Jr., a probation officer in Westmoreland County, to encourage mindfulness in the planning and delivery of MI concepts in meeting with youth.

HANDOUT 6.2

MI Prep Form

1. What motivational/behavioral problems has the client been having lately?
2. What are the client's strengths?
3. What were the goals set at the last meeting?
4. How will you make today collaborative?
5. How will you summarize the last meeting and set expectations for the client in this meeting?
6. What open-ended questions might you ask today?
7. What do you think some of the answers will be?
8. Write some pure affirmations you might be able to use today.
9. What do you think are some appropriate goals for the time period between today's meeting and the next meeting?
10. How will you "wrap up" today's meeting?

HANDOUT 6.3: AM I DOING THIS RIGHT?

Introduction & Directions: To develop and strengthen probation officers' own change plans, consider some reflective questions. This handout offers some key reminders that embrace the spirit of MI and key skill components. This handout can also be helpful for coaches that are providing introductory trainings to stakeholders, outside agencies, or providers.

Purpose: This handout offers a quick checklist of reminders to promote the spirit of MI and key concepts for collaboration.

Encouraging Motivation to Change Am I Doing this Right?

1. **Do I listen more than I talk?**
 Or am I talking more than I listen?
2. **Do I keep myself sensitive and open to this person's issues, whatever they may be?**
 Or am I talking about what I think the problem is?
3. **Do I invite this person to talk about and explore his/her own ideas for change?**
 Or am I jumping to conclusions and possible solutions?
4. **Do I encourage this person to talk about his/her reasons for *not* changing?**
 Or am I forcing him/her to talk only about change?
5. **Do I ask permission to give my feedback?**
 Or am I presuming that my ideas are what he/she really needs to hear?
6. **Do I reassure this person that ambivalence to change is normal?**
 Or am I telling him/her to take action and push ahead for a solution?
7. **Do I help this person identify successes and challenges from his/her past *and* relate them to present change efforts?**
 Or am I encouraging him/her to ignore or get stuck on old stories?
8. **Do I seek to understand this person?**
 Or am I spending a lot of time trying to convince him/her to understand me and my ideas?
9. **Do I summarize for this person what I am hearing?**
 Or am I just summarizing what I think?
10. **Do I value this person's opinion more than my own?**
 Or am I giving more value to my viewpoint?
11. **Do I remind myself that this person is capable of making his/her own choices?**
 Or am I assuming that he/she is not capable of making good choices?

CHAPTER 7

CONSOLIDATING CLIENT COMMITMENT

Activity 7.1: DO YOU SWEAR?

Introduction & Directions: In consolidating commitment, the task is to listen for the specifics of a plan as well as for a statement of intent to follow it through. For many individuals, the ability to commit to particular steps of the plan is easier than committing to the change itself. Mobilizing change talk is about the “*doing.*”

This activity is more of a demonstration for your staff to learn the differences between DARN (Desire, Ability, Reason, Need) and C (Commitment) language. Working with a group of five, hand out five numbered slips of paper. Write the following: Sheet #1 - “I want to”; Sheet #2 - “I could”; Sheet #3 - “I have good reason”; Sheet #4 - “I need to”; Sheet #5 - “I will.” Discuss with the group the differences in these statements. Write on a flip chart what is lacking in the first four responses. To say “I want to” is not to say “I will.” To say “you could” is not to say that “you are going to.” Having really good reasons is not the same as deciding to do it. Saying that “you need to” is not to say that “you will do it.” To highlight the differences and demonstrate consolidating commitment, use one or more of the demonstration questions.

Purpose: Help staff become active listeners for change talk and signs of consolidating commitment.

Cross Reference: Change Talk

ACTIVITY 7.1

Do You Swear?

Set-up: Hand out slips of paper to five individuals. Tell them you are going to ask them some questions, and that you want them to give you a particular answer, regardless of the question:

Person #1: "I want to"

Person #2: "I could"

Person #3: "I have good reasons to"

Person #4: "I need to"

Person #5: "I will"

Commitment Questions:

- "Do you swear to tell the truth, the whole truth, and nothing but the truth?"
- "Do you as my surgeon promise to do everything in your training to have my procedure be successful?"
- "Will you take this person to be your lawfully wedded spouse, and be wholly faithful, for richer or poorer, in sickness and health, so long as you both shall live?"

Process Answers:

What is lacking in answers 1-4? What types of questions might one ask to strengthen commitment?

CHAPTER 8

SWITCHING BETWEEN MI AND OTHER METHODS

Handout 8.1: MI AND COGNITIVE BEHAVIORAL THERAPY

Introduction & Directions: Motivational interviewing is designed to help individuals move from ambivalence to intrinsic change. It is not the magic bullet intended for every individual in every situation. The spirit of MI can be interwoven into a wide variety of scenarios that probation officers encounter. Probation officers have come to learn the importance of understanding and focusing on the top four criminogenic domains: anti-social cognition, anti-social personality, anti-social peers, and family. The ability to link thoughts, feelings, and behaviors is the core of cognitive behavioral therapy (CBT). Programs such as Aggression Replacement Training (ART) and Thinking for Change (T4C) are examples of CBT evidence-based programs. How does the probation officer support a youth who may be involved in outside programming? How does MI blend with CBT? This is an opportunity to allow probation officers to voice the following: concerns about being “therapists,” “why MI if the youth has outside services,” and “how to use with a youth in placement” or other situations where services and treatment modalities are blended.

For departments who are using Carey Guides and Brief Intervention Tools (BITS), note that the tools are designed to engage youth in ways to link both their thinking and behavior linked to anti-social cognition. Using MI skills can enhance the ability to utilize these tools and increase the probation officer’s comfort in using the tools.

Purpose: This discussion and handout are intended to aid probation officers in seeing the bigger picture of where and how MI fits into other services, counseling, and service modalities.

Cross References: Carey Guides, Brief Intervention Tools

HANDOUT 8.1

BLENDING MI AND CBT

Clients who present themselves as being ready and committed to changing may benefit more from other, more directive, evidence-based interventions. However, client commitment often fluctuates over the course of treatment.

The practitioner's ability to cycle in and out of MI approaches as the need arises can enhance the client's engagement and retention regardless of the type of treatment they are receiving. The spirit of MI—emphasizing client autonomy, collaboration, and evocation—is at the core of any client-centered approach.

The table below shows how an integrated MI plus cognitive-behavioral therapy (CBT) approach differs from CBT alone. In this example, MI provides a "platform" for delivering the ingredients of the CBT intervention and actively addresses any ambivalence or resistance that arises during treatment.

Using MI to Enhance CBT:

CBT	MI + CBT
Treatment begins with overview and rationale for treatment followed by functional analysis of target behavior. (Functional analysis explores relationships between antecedents, or triggers, to the problem behavior and consequences of the behavior.)	Treatment begins by evoking client's view of the problem and increasing motivation for change by eliciting and reinforcing change talk
Functional analysis of target behavior is completed by asking a series of questions.	Functional analysis is completed in the context of an OARS conversation (Open-Ended Questions, Affirmations, Reflective Listening, and Summary Statements).
Practitioner selects skill-building modules based on functional analysis of triggers and consequences.	Practitioner elicits client's thoughts and ideas about how to manage triggers and guides client toward skill building modules that meet client's change plan goals.
Homework is assigned with a rationale provided by the practitioner.	Practitioner asks permission to suggest homework that meets client's goals using a framework of (1) eliciting client's perspective, (2) providing information, and (3) eliciting client's response to the information.

From *Motivational Interviewing with Adolescents and Young Adults*, S. Naar-King and M. Suarez, 2011, p. 78, New York, NY: Guilford Press. Copyright 2011 by Guilford Press. Adapted with permission.

CHAPTER 9

STAGES OF CHANGE

Handout 9.1: UNDERSTANDING STAGES OF CHANGE

Handout 9.2: STAGES OF CHANGE DESCRIPTIONS

Introduction & Directions: “MI was developed specifically for the purpose of helping people resolve ambivalence and strengthen motivation for change” (Miller & Rollnick, 2013, p. 35). What does this mean when probation officers encounter individuals that appear to see no reason for change? Understanding the Transtheoretical Model’s (TTM) Stages of Change (DiClemente, Norcross & Prochaska, 1994) is complementary with MI in that it provides for reflection regarding where, when, and how change becomes possible. Matching the process and stage as well as doing the right things at the right time are key strategies. Maintaining the spirit of MI is essential, especially in the pre-contemplation and contemplation stages. Employing the use of core MI skills evokes movement through the stages of change.

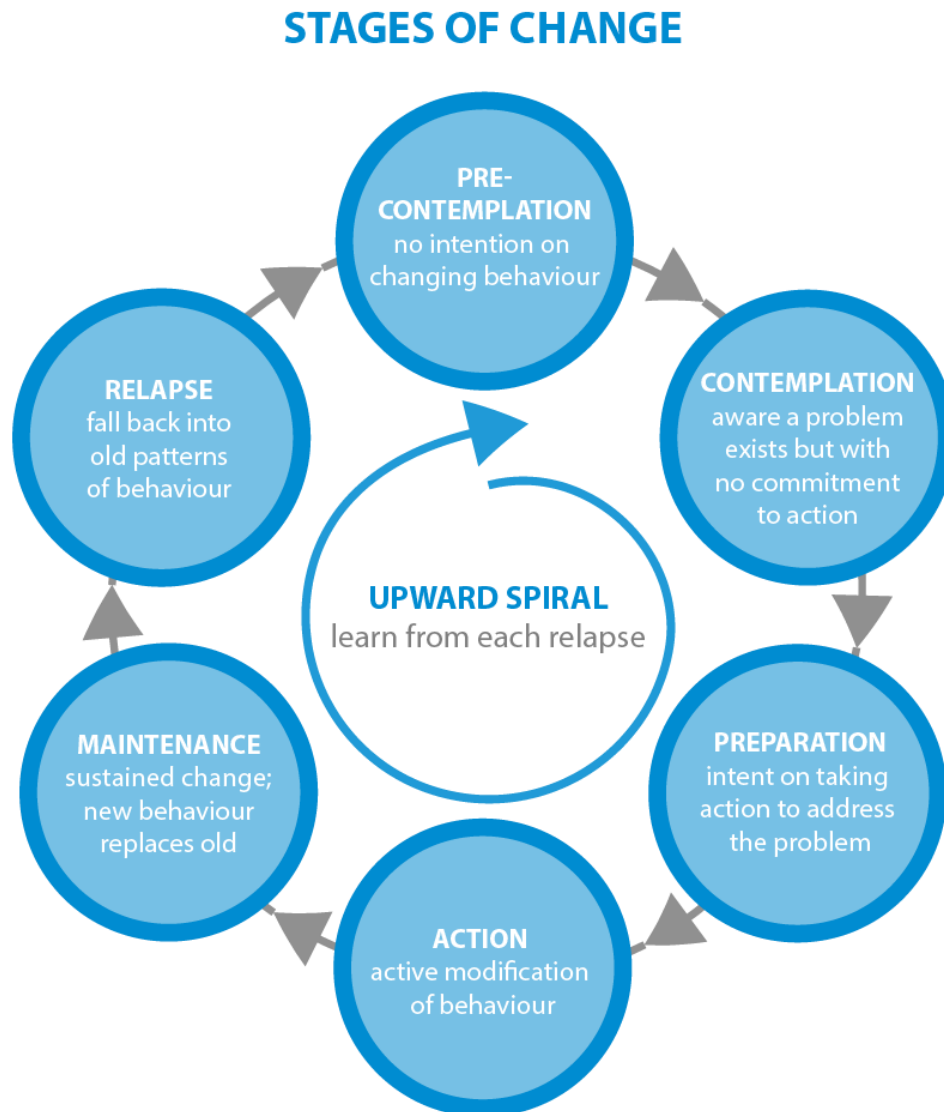
It is important to note that some models place relapse as a stage that can occur at any point in the continuum and which is not specific to maintenance.

Discuss each stage of change and seek examples from staff describing youth in various stages. A common trap is assuming that “all/most of my caseload is pre-contemplative.” Explore with staff examples of engagement to accurately assess which stage the youth is in. How does the stage of change impact case planning? How might staff use this information in case reviews, court reports, and referrals to outside agencies?

Purpose: Long term, sustainable change is rarely a linear process. The diagram explains change as a process rather than an end point.

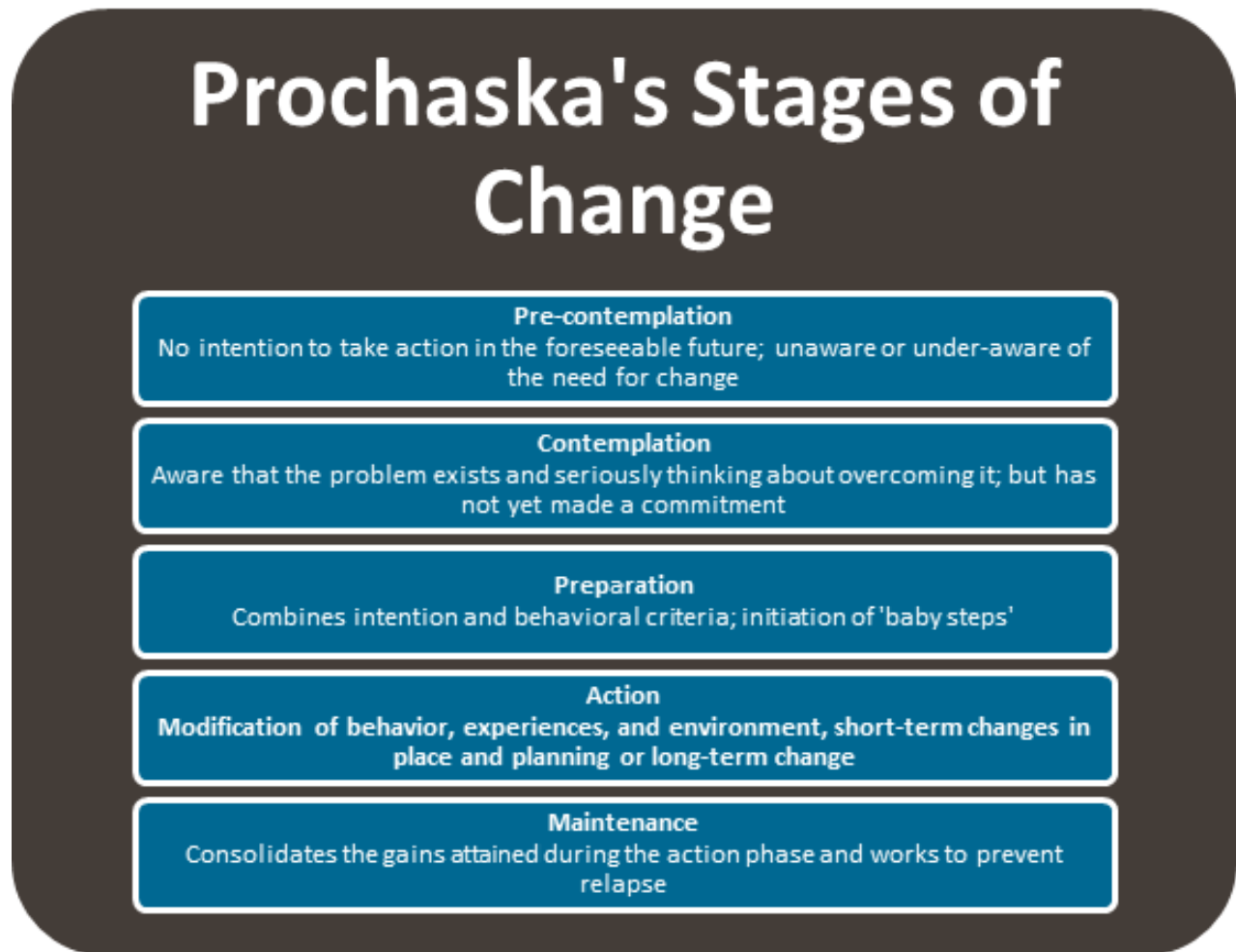
Cross References: Case Planning, OARS

Understanding Stages of Change



As adapted from DiClemente and Prochaska's Stages of Change Model.

Stages of Change Descriptions



Relapse

Relapses, described as returning to the undesired behavior, are normal in the change process. When a relapse occurs, frame the relapse as an “invitation” to strategize for change at a more thorough and more intentional level. Evidence suggests that when relapse is presented this way, individuals are able to see their regression as an opportunity. This invitation approach increases autonomy and may help individuals re-enter in preparation rather than starting all over with pre-contemplation.

Activity 9.1: ASSESS YOUR STAGE OF CHANGE

Introduction & Directions: There are many cues that probation officers collect to evaluate where youth (or they themselves) are at in preparing for change. Engaging in conversation about intention and description of change can be enlightening for both the probation officer and the youth.

Upon identifying a concerning behavior, consider a conversation surrounding the four questions. Probation officers may use this as a learning opportunity, explaining the steps of stopping a negative or concerning pattern. It is also an opportunity to validate that awareness is powerful in making change.

This activity can be done in pairs with probation officers using their own personal life examples, or it can be done in role-plays with one probation officer taking the role of a youth on their case load.

Purpose: To begin a dialogue about change as a process and not just the elimination of a behavior. This conversation will also reveal commitment and readiness.

Cross Reference: Resistance

ACTIVITY 9.1

Assess Your Stage of Change

Identify a behavior that is concerning to you or to others:

Answer the following statements with “Yes” or “No”:

1. I solved my problem more than six months ago.
2. I have taken action on my problem within the past six months.
3. I am intending to take action in the next month.
4. I am intending to take action in the next six months.

In what Stage of Change am I?

- If you answered “No” to all statements, you are in the pre-contemplation stage.
- If you answered “Yes” to statement 4 and “No” to all others, you are in the contemplation stage.
- If you answered “Yes” to statements 3 and 4 and “No” to the others, you are in the preparation stage.
- If you answered “Yes” to statement 2 and “No” to statement 1, you are in the action stage.

Handout 9.3: COORDINATING STAGES OF CHANGE AND MI

Introduction & Directions: Probation officers have a variety of assessment questions to help evaluate which stage of change the youth is in. Our professional experience makes it easy to fall into the “righting or fix-it” trap and to tell youth and families what they need to do. When a youth fails to meet compliance expectations or fails to take the probation officer’s experienced advice, frustration abounds for both the youth and the probation officer. Coordinating MI with acknowledgment of the youth’s stage of change is a process of engagement, collaboration, and purpose where the behavior is not accepted yet the individual’s degree of readiness to change is accepted. Each stage has some suggested strategies and techniques for validating, supporting, and guiding youth through the change process.

Purpose: Strategies are available to address an individual’s readiness to change whether they are pre-contemplative or advanced into maintenance. There are common characteristics in each stage as well as suggested responses. As the majority of youth will initially be pre-contemplative or contemplative, this reference can be helpful in facilitating and increasing readiness to change. This is an important time to note that a response to noncompliant behavior or expectations (e.g. a failed drug test) is required but responding to the individual is also needed.

Coordinating Stages of Change and MI

Coordinating Stages of Change and Motivational Interviewing

Stage of Change	Characteristics	Techniques
Pre-contemplation	Not currently considering change: "Ignorance is bliss"	<ul style="list-style-type: none"> • Validate lack of readiness • To encourage self-exploration, ask open-ended questions & follow with reflections ENGAGE & BUILD RAPPORT (caution...don't rush to Action) • Clarify: decision is theirs • Encourage re-evaluation of current behavior. Explain and personalize the risk • Evocative questions: "What concerns you about this?" "What are the concerns others have?" "What's good about not changing- What is not so good?" "How would you like things to be?" ALWAYS LISTENING FOR CHANGE TALK UTTERANCES and REINFORCING THEM.
Contemplation	<p>Ambivalent about change: "Sitting on the fence"</p> <p>Not considering change within the next month</p>	<ul style="list-style-type: none"> • Validate lack of readiness but the acknowledgment of two sides. • Clarify: decision remains theirs • To "resolve" ambivalence...Employ strategies that explore the elements of change; deepen the understanding of acknowledged reasons for change; employ strategies that elicit and reinforce change talk. DIRECTIVE guiding interventions that tilt toward change. Encourage evaluation of pros and cons of behavior change. • Identify and promote new, positive outcome expectations
Preparation	<p>Some experience with change and are trying to change: "Testing the waters"</p> <p>Decided to change...not sure how.</p> <p>Planning to act within 1 month</p>	<ul style="list-style-type: none"> • Identify and assist in problem solving re: obstacles • "Menu of options." Develop a collaborative plan: Client's ideas, Provider's ideas, & agreement on plan. • Prioritize actions and build "confidence" in order to increase likelihood of success. Verify that patient has underlying skills for behavior change Attend to any presence of ambivalence. • Help patient identify social support • Encourage small initial steps
Action	<p>Doing or Practicing new behavior for</p> <p>3-6 months</p>	<ul style="list-style-type: none"> • Provide support. • Stay connected to client's pursuits/actions. Revise plan when needed. • Focus on restructuring cues and social support • Bolster self-efficacy for dealing with obstacles • Combat feelings of loss and reiterate long-term benefits
Maintenance	<p>Changed and sustained new behavior</p> <p>Post-6 months to 5 years</p>	<ul style="list-style-type: none"> • Plan for follow-up support • Reinforce internal rewards • Discuss preventing and coping with relapse (maintenance and/or relapse plan)
Relapse	Resumption of old behaviors: "Fall from grace"	<ul style="list-style-type: none"> • Explore what went wrong with maintenance plan- LEARN from the situation and revise the plan. • Re-enter stages and proceed with gains and knowledge learned from the previous attempt/successes to a preparation to action if the client is ready. • Evaluate trigger for relapse • Reassess motivation and barriers • Plan stronger coping strategies

Activity 9.2: CAN YOU DETERMINE THE STAGE?

Activity 9.3: USING OARS TO EVALUATE STAGE OF CHANGE

Introduction & Directions: When trying to determine how to get somewhere, it's best to know where the starting point is. Listening for cues to decode what is being said will provide the ability to identify which stage of change the youth is in, and therefore guide an appropriate response. Engaging and evoking responses are key in making an accurate determination. Some probation officers may be surprised to learn that a youth they thought was pre-contemplative is actually contemplative when core MI skills are enhanced.

Begin by having the staff individually evaluate the statements on the activity page and identify the stage of change in which they would place the individual. Process this as a large group, noting what led them to their answers. Some will have difficulty with this exercise as it is true that not enough information is known, but these statements are hints pointing towards a particular stage of change.

In the follow-up activity, select statements that the group may have had some disagreement on or placed in the pre-contemplation stage. In pairs, have staff skill practice OARS to have a conversation that allows them to confidently assess which stage of change is present. Allow for discussion in order to determine if their original guesses were accurate. Process what information they heard that brought them to their conclusions. This activity could also be done with a third person in the group taking notes on which OARS the probation officer used and when the youth expressed any change talk.

Purpose: Accurately assessing which stage of change a youth is in becomes important in applying the correct intervention to move toward the next stage. Because change is not a linear process, reassessment is needed as youth may become stuck or fall back, as well as move toward change.

ACTIVITY 9.2

Can You Determine the Stage?

ACTIVITY 9.3

Using OARS to Evaluate Stage of Change

Below, you will find a series of statements. Identify the “Stage of Change.” Use the following as your key: Pre-Contemplation = “PC”; Contemplation = “C”; Preparation = “PR”; Action = “A”; and Maintenance = “M”.

STAGES OF CHANGE		
1	I really don't need a program to help me manage my anger. I only get angry when people try to push me around. I can control my temper if I want to!	
2	For the past six months I've been doing better. My wife has noticed that I listen more. She's happy and I'm happy. This was the right thing for me to change.	
3	I really don't want to end up getting another detention or worse but I'm not sure talking to the counselor is going to help me.	
4	I'm working on controlling my anger. I know I'm going to need as much help as possible.	
5	When I ended up on probation the last time I swore I would never get into trouble again. I guess it's time to start making some changes in my life or I'll be back.	
6	I have been using the stuff that I learned in group so that I don't get so anxious. I haven't had a panic attack for over a month. I think I'll keep this up.	
7	People are always on my case to do something with my life. But I know what I have to do to stay out of here. I can take care of myself—I just have to develop some strategies to stay clear of my old friends.	
8	If everyone would just stay off my back then everything would be fine!	
9	Everyone I know smokes a little pot once in a while...it's not a big deal!—plus, it's like legal in several states now I think!	
10	I've finished the anger program and now I'm going into a substance program. I learned a lot and like the people I've met. I think I am doing well using my new strategies.	
11	I have a job and am enrolled in a GED Program.	
12	The only people I know that don't drink at parties are the kind of people who would never get invited anyway. Just because I've made one stupid mistake doesn't mean I've got a problem.	
13	They tell me I need to participate in drug and alcohol counseling. I'm worried about going but I do want things to be different.	
14	No one got hurt so what's the big deal?	
15	Almost everyone I know does something that is illegal. That's life!	

Activity 9.4: GUIDING THROUGH STAGES OF CHANGE

Introduction & Directions: In the Spirit of MI, attention is given to acceptance of where the individual is with regard to the change process. This is not to be confused with the probation officer giving up to the status quo. The mindful practice of core MI skills is designed to move from the status quo to an intrinsic change in thought, feeling, and behavior.

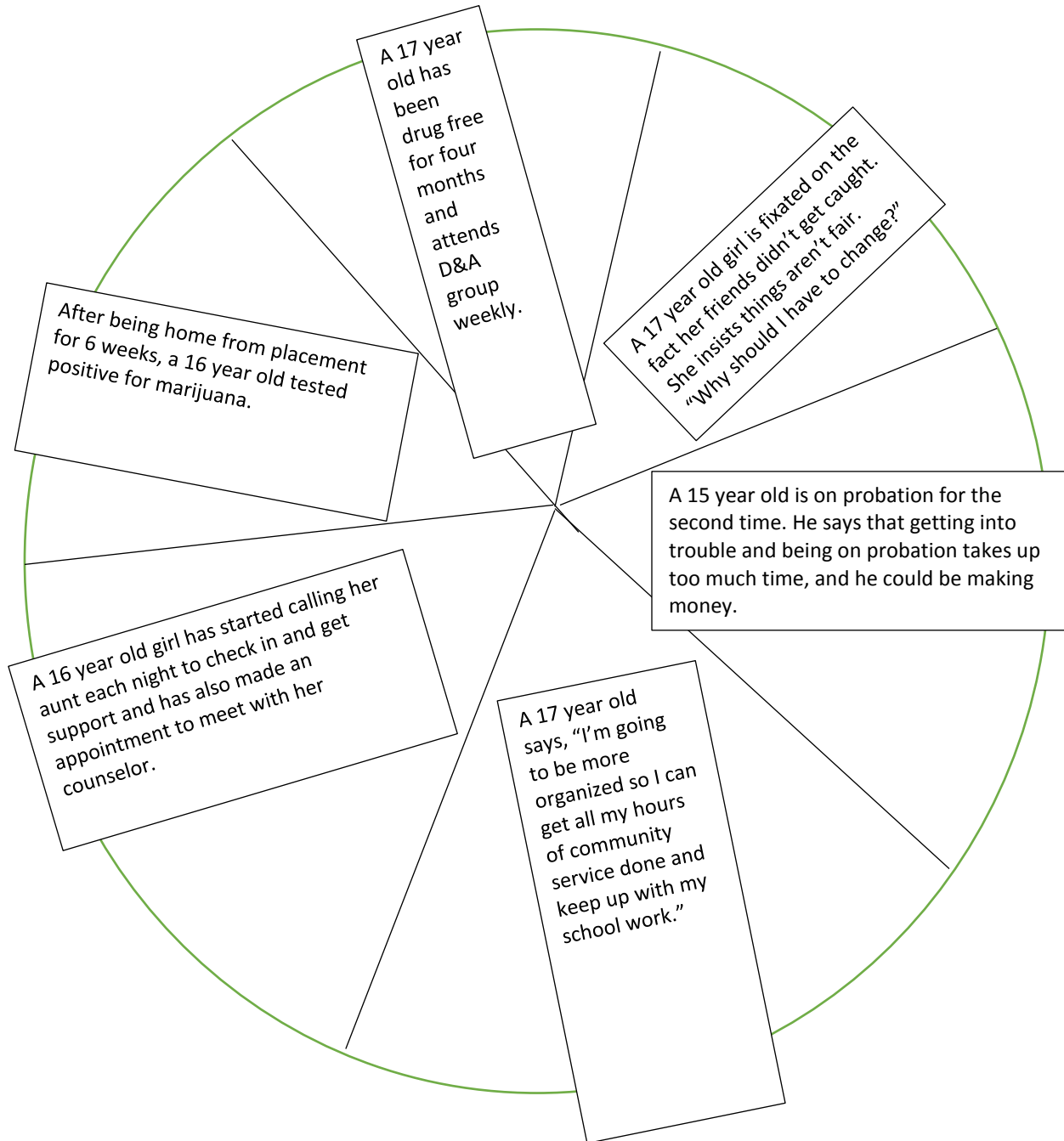
Using the small vignettes provided or by adding your own that depict each stage of change, ask staff to identify the stage of change and to consider open-ended questions to guide the youth towards the next stage. Process as a larger group in order to note the various approaches and styles. Consider which traps the staff had to avoid in their responses.

Purpose: Allow staff the opportunity to see how MI works with common examples of the youth they have on their caseloads.

ACTIVITY 9.4

Guiding through Stages of Change

Name each stage of change. What is an open-ended question you could ask to help move the youth toward the next stage?



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