# Blending Motivational Interviewing with Risk-Need-Responsivity: What Professionals Need to Know

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# Program Outline

Part 1. Introductions

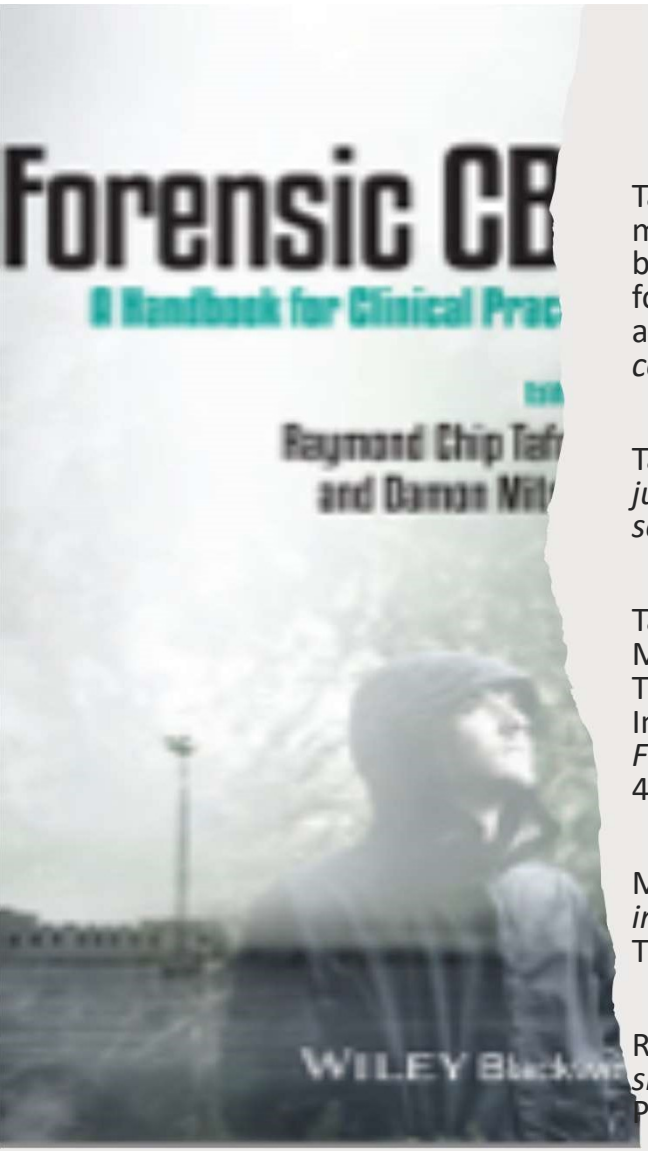
Part 2. Foundational Issues for Working with Justice-Involved Individuals

Part 3. An RNR Primer: Overview of Criminal Risk Domains

Part 4. MI: Theory and Basic Principles

Part 5. A Blended MI-RNR Approach: Strategies for Integration

Part 6. Wrap-up




# Based On …

Tafrate, R. C., Hogan, T., & Mitchell, D. (2019). Integrating motivational interviewing with risk-need-responsivity based practice in community corrections: Collaboratively focusing on what matters most. In D. Polaschek, A. Day, and C. Hollin (Eds.), *The Wiley international handbook of correctional psychology* (pp. 603 –622). Wiley Blackwell.

Tafrate, R.C., Mitchell, D., & Simourd, D.J.(2018). *CBT with justice-involved clients: Interventions for antisocial and self-destructive behaviors.* Guilford Press.

Tafrate, R. C., & Luther, J. D. (2014). Integrating Motivational Interviewing with Forensic CBT: Promoting Treatment Engagement and Behavior Change with Justice-Involved Clients. In R. Tafrate and D. Mitchell (eds.), *Forensic CBT: A handbook for clinical practice* (pp. 411 – 435). Wiley Blackwell.

Miller, W.R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change (3rd ed.).* New York: The Guilford Press.

Rosengren, D.B. (2018). *Building motivational interviewing skills: A practitioner workbook* (2nd ed.). New York: Guilford Press.

# Part1. Introductions and Group Go Around...

your name

where you work

your area of expertise

# Part 2.
# Foundational Issues for Working with Justice-Involved Individuals

# Justice-Involvement The Scope of the Problem

- 1 in 35 adults in the U.S. is under some type of justice related supervision. AU, UK, & CA much less

- Justice-involvement is as prevalent as common mental health problems (e.g., panic & generalized anxiety disorder)

- Majority of justice-involved individuals serve their sentences in the community
  - Probationers serve entire sentence in the community
  - Parolees prison release & serve remainder of their sentence in the community
  - Pretrial arrestees who reside in the community on bond/bail while awaiting trial

- 90% of those in prison will be released into the community

# Different Worlds: Forensic & Mental Health Settings

Complex roles of community safety and behavior change

Consequences of supervision/ intervention/ treatment failure

Justice-involved clients' deficits in motivation and awareness

Emphasis on thinking targets that are often dissimilar to those seen in anxious and depressed clients

A focus on life areas (i.e. criminogenic needs/criminal risk domains) that have been statistically linked to continued risky and destructive behaviors

# A Blended MI-RNR Approach

There is an identity crisis of sorts for community corrections officers and other justice practitioners

# Part 3. An RNR Primer: Overview of Criminal Risk Domains

# Risk-Need-Responsivity (RNR)

## Principles:

**Risk Principle:** Services should match the risk level of the client; that is higher risk clients require more services to reduce risk

Need Principle: Services delivered to clients should target criminogenic needs (those needs empirically associated with reoffending) to reduce recidivism

Responsivity Principle: Change efforts require creating an optimal learning environment for clients through cognitive-behavioral interventions and processes that are congruent with the way the client learns

**Risk Domain**

Although the Central Eight are commonly referred to as risk factors (or criminogenic needs), for CBT assessment and case formulation purposes they are better conceptualized as risk domains.

The term risk factor implies a single characteristic about a person that is linked with a negative outcome (e.g., high cholesterol is a risk factor for heart disease), whereas each of the Central Eight encompasses the client's history, thinking, and behavior in a broad life area.

**JIC**

Justice-involved client

# Moving Toward Risk-Based Way of Thinking

- Family history of heart disease
- High cholesterol
- Smoking
- Diabetes
- Hypertension
- Obesity
- Poor diet
- Increased age
- Lack of physical activity

# Criminal Risk Domains

| | |
|---|---|
| History of Antisocial Criminal Behavior | Lack of Connection to Work/School |
| Criminogenic Thinking/Antisocial Orientation | Substance Abuse/Misuse |
| Antisocial Companions | Dysfunctional Family/Romantic Relationships |
| Anger Dysregulation | Maladaptive Leisure Time |

* See supplemental handouts for description; See interview scripts 5.1 to 5.9 and form 6.2 in *CBT with Justice-Involved Clients*

# Hallmarks of Risk-Based Formulations

- **Client awareness of a problem is not assumed:** minimal symptoms and lack of subjective distress are common; lifestyle disorder that develops over time; people may remain relatively unaware of the nature of their problems
- **Optimistic outlook:** majority of risk factors are changeable
- **Preventative:** goal is to reduce the risk profile for a particular client in order to avoid a more serious outcome
- **Synergistic:** risk factors interact in ways that can amplify or reduce each other
- **Individually tailored:** address the unique constellation of risk factors for each case to improve the outcome
- **Defines the area of expertise:** risk domains become a primary focus during professional interactions

# Addressing Risk Doesn't Just Mean Avoiding Risk

## Emphasize Approach Goals

## (Help clients develop a path to a life worth living)

# Secondary Criminal Risk Domains

For some cases, additional factors, beyond the key criminal risk domains, may need to be considered in case formulation

These factors can emerge as acute symptoms related to mental health problems, transient life circumstances, intellectual or physical disabilities, and poor motivation

* See supplemental handouts for description

# A Focus on Mental Health Symptoms is NOT the Solution

An emerging body of research indicates that reducing future criminality has little to do with reducing mental health symptoms. Only a small percentage of criminal behavior can be linked to symptoms

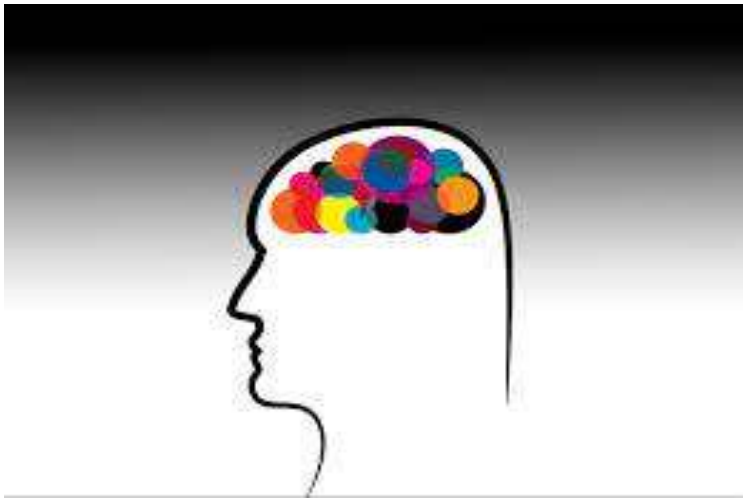
Even among mental-health-disordered JICs, symptoms (e.g., psychosis & mood disorders) are unrelated to recidivism, whereas criminal risk domains predict general and violent re-offending

Addressing lifestyle issues (e.g., Routines, Relationships, and Destructive Habits) most associated with criminal behavior produces larger reductions in future criminality

# Where do Mental Health Symptoms Fit?

It is important to appreciate the complex interrelationship between criminal risk domains and mental health symptoms

JICs with mental illness may require interventions that target symptoms so they can later productively work on improving the risk-relevant areas of their lives (e.g., mental health symptoms can be viewed as "responsivity factors")



Mental health treatment is considered as an adjunct, not a replacement, for addressing criminal risk domains

## Try This Personal Experiment

Since few people have a pristine life, think of a recent example where you did something that was potentially harmful and destructive to someone else (and maybe yourself). If you need prompting to come up with an example, consider these general scenarios:

> Lied or told a half-truth to someone, used work time for personal business, got "creative" with your tax return, "borrowed" office supplies for personal use, drove a car after having a few drinks, failed to meet an obligation or come through for someone, flirted with someone who was not your partner, attempted to manipulate a situation for personal gain, or broke a promise.

Now ask yourself, to what extent was your "bad" behavior driven by feelings of worry or sadness versus an array of more complicated contextual, historical, and dispositional factors (e.g., personal history, your attitude toward a situation, desire for excitement and fun, peers and social influence, pursuing your own self-interest, and so on)?

# History of Criminal/Antisocial Behavior

## Formulation Considerations

In some ways, history of criminal/ antisocial behavior can be likened to the "chief complaint" or "history of presenting problem" in a traditional mental health assessment, which means it is a useful starting point for discussion

The nature of the client's prior criminal involvements should be explored; it is not enough to simply obtain a list of charges and convictions

Begin with criminal history because it is perhaps the only area where reasonable corroborating information (i.e., through files) exists that can serve as a modest check for honesty and openness, and establish a base-line of self-report reliability

# Antisocial Companions

## Formulation Considerations

**Understand how are friends influencing antisocial behaviors**

**As a general rule, current friendships are more important than those in the past**

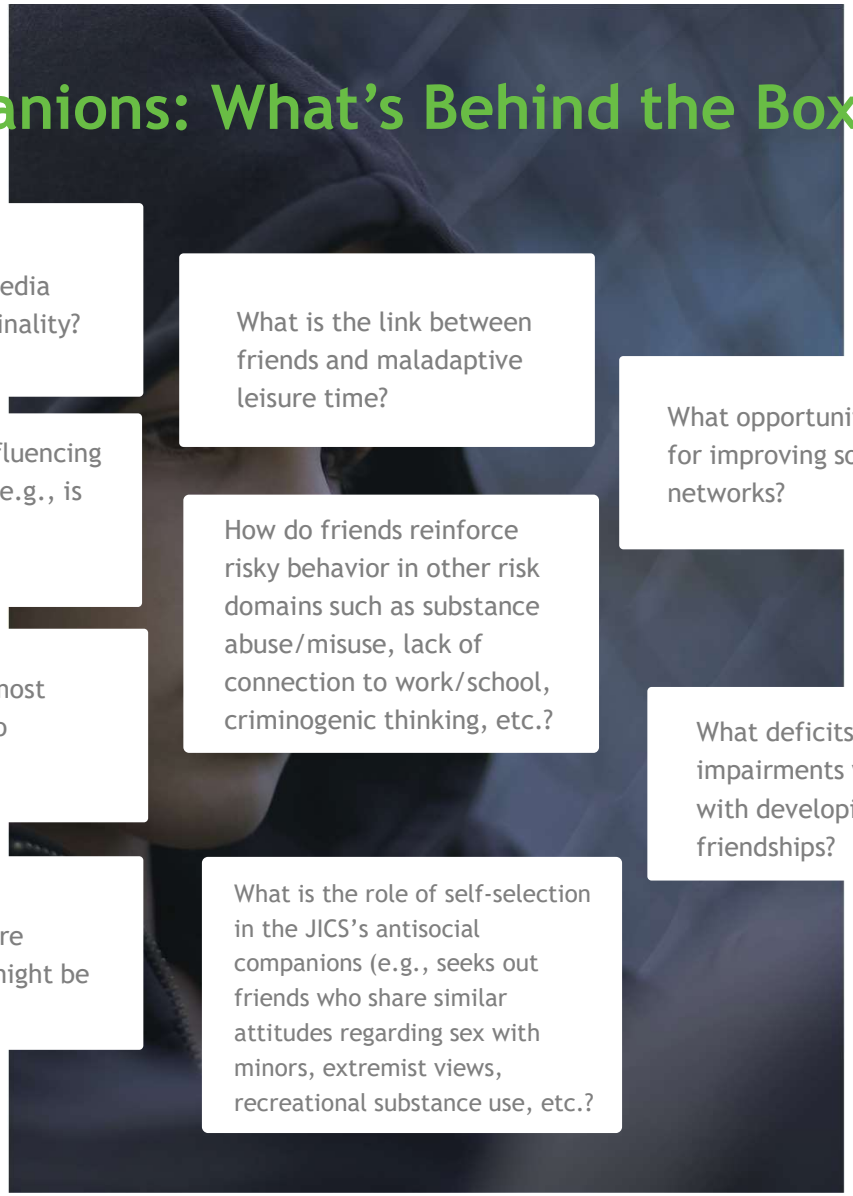
**The goal is to understand the extent (i.e., size of social circle), relative risk (i.e., prosocial vs antisocial), and degree of exposure (i.e., proportion of time spent with prosocial & antisocial influences) related to various companions**

# Exploring What Puts People Most At Risk

**What's behind the box?**

**Where's the criminal risk?**

# Example Antisocial Companions: What's Behind the Box?



What does the overall proportion of friendships look like (i.e., prosocial vs. antisocial)?

How does social media connect with criminality?

What is the link between friends and maladaptive leisure time?

What opportunities exist for improving social networks?

What is the proportion of criminal behavior occurring in the presence of friends (10%, 50%, 80%)?

How are friends influencing criminal behavior (e.g., is the JIC a leader or follower)?

How do friends reinforce risky behavior in other risk domains such as substance abuse/misuse, lack of connection to work/school, criminogenic thinking, etc.?

Is there one companion in particular that seems to be linked to criminal events?

Who does the JIC most admire and want to emulate?

What deficits and impairments will interfere with developing new friendships?

What is the degree of exposure (i.e., proportion of time spent with prosocial & antisocial influences) related to various friends and companions?

Are there prosocial relationships that are dormant and that might be reactivated?

What is the role of self-selection in the JICS's antisocial companions (e.g., seeks out friends who share similar attitudes regarding sex with minors, extremist views, recreational substance use, etc.?

# Anger Dysregulation

## Formulation Considerations

How often does the client experience anger?

What does the client do when angry?

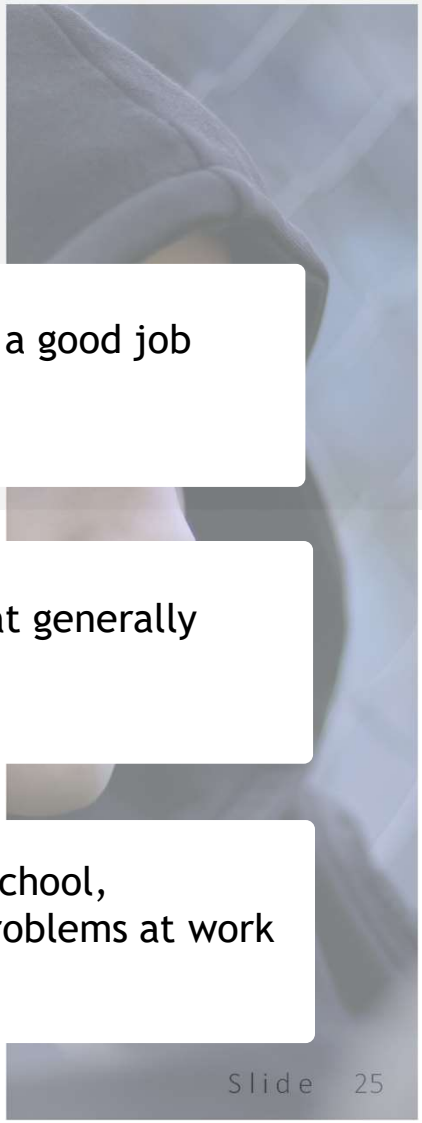
How intense and how long does it last?

To what extent is anger associated with negative outcomes? (Look for family conflict, aggressive/out of control behavior, school/work problems, and connection to substance misuse)

Consider acute risk (i.e., high emotional arousal and plans for revenge)

# Lack of Connection to Work/School

## Formulation Considerations



Education and job skills create a path to steady employment and a career; in turn, a good job provides the foundation for self-sufficiency and economic survival

Work and school also help to organize daily routines and create a social context that generally reinforces non-criminal attitudes and behaviors

Explore negative or unrealistic attitudes and expectations toward employment or school, difficulties with supervisors/ co-workers or teachers/ other students, behavioral problems at work or school, and low levels of satisfaction related to work or school

# Substance Abuse/ Misuse

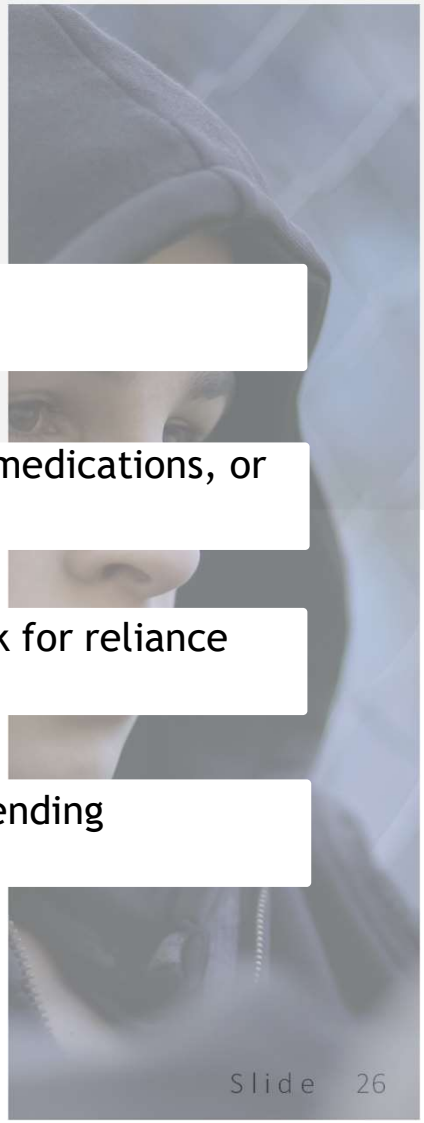
## Formulation Considerations

Rates of substance use problems tend to be high in forensic populations

Determine the type of substance use (i.e., alcohol, drugs -- including prescription medications, or both) and its impact on functioning

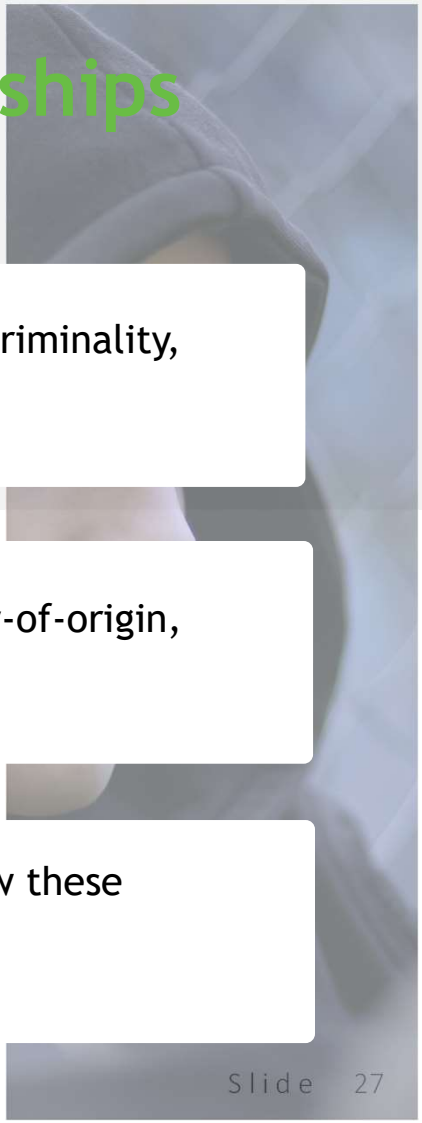
Understand the degree to which substance use is part of the client's lifestyle. Look for reliance on substances for coping

Most importantly, determine the precise role substances have played in recent offending behaviors)



# Dysfunctional Family/ Romantic Relationships

## Formulation Considerations



The family lives of forensic clients tend to be particularly messy and fraught with criminality, mental health problems, substance abuse, and significant intra-family conflict

Assessing the family/ marital/ romantic domain includes exploration of both family-of-origin, current romantic attachments, and parental relationships

Identify which current relationships are prosocial and which are antisocial, and how these relationships contribute to, or lower risk for, criminal behavior

# Maladaptive Leisure Time

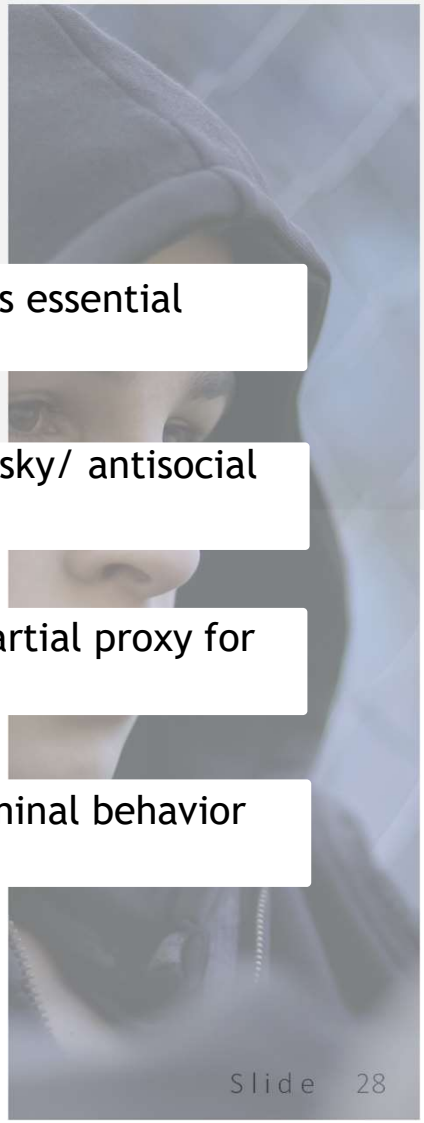
## Formulation Considerations

There are a total of 168 hours in a week and knowing how clients spend that time is essential for supervision/ treatment success

Look for low levels of involvement in prosocial activities and high involvement in risky/ antisocial activities

Leisure activities require planning and intention, which means they represents a partial proxy for general life management

Excessive free-time, or an aimless use of free time, increases the likelihood of criminal behavior related to other risk domains



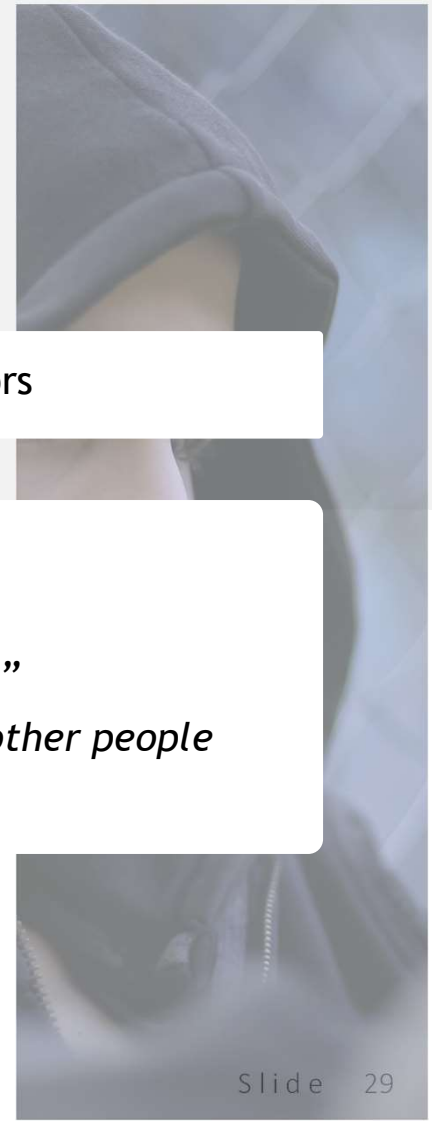
# Criminogenic Thinking and Antisocial Orientation

## Formulation Considerations

Look for Patterns of thinking that facilitate antisocial and self-destructive behaviors

Patterns may be found in how clients. . .

- perceive themselves: *"I can't get caught. I'm smarter than the police"*
- perceive others: *"I can't worry about other people. It's a dog-eat-dog world"*
- approach and react their environment: *"Nobody tells me what to do. I tell other people what to do"*



# What is Criminogenic Thinking?

Cognitive patterns that facilitate antisocial, criminal, and self-destructive behaviors

# What Criminogenic Thinking is Not

Criminogenic thinking is not a backwards looking endeavor

Criminogenic thinking is not about the client's general demeanor or cooperativeness

Criminogenic thinking is not the thinking that drives mental health symptoms

# Justice-Involved Clients: A Bewildering Constellation of Cognitions

**JICs are unlikely to harshly blame and judge themselves when things turn out poorly or when faced with criticism, as is common in depressed clients**

*Will often do the opposite; express little concern for the opinions of others or for how their actions affect others*

**JICs are unlikely to overestimate and exaggerate potential dangers, as is common in clients suffering with anxiety**

*Will often do the opposite; display a tendency to underestimate danger, seeking out risky situations precisely for excitement*

Even among JICs with mental health problems, the thoughts that drive anxiety and depressive symptoms will be different than those that drive criminal behavior

| Criminal Thinking Scales | # of subscales |
|---|---|
| **Psychological Inventory of Criminal Thinking Styles** (PICTS; Walters, 1995) | 8 |
| **Criminal Sentiments Scale-Modified** (CSS-M; Simourd, 1997) | 5 |
| **Measure of Criminal Attitudes & Associates** (MCAA; Mills, Kroner, & Hemmati, 1999) | 4 |
| **Texas Christian University Criminal Thinking Scales** (TCU CTS; Knight et al., 2006) | 6 |
| **Measure of Offender Thinking Styles (MOTS; Mandracchia and associates, 2007)** | **3** |
| **Criminogenic Cognitions Scale** (CCS; Tangney and associates, 2012) | 5 |
| **Criminogenic Thinking Profile** (CTP; Mitchell & Tafrate, 2012) | 8 |

# Criminogenic Thinking Patterns

## Beliefs Related to Self and Others

- Identifying with Antisocial Companions
- Disregard for Others
- Emotionally Disengaged
- Hostility for CJ Personnel
- Grandiosity & Entitlement
- Power and Control

## Beliefs Related to Interacting with the Environment

- Demand for Excitement
- Exploit
- Hostility for Law and Order
- Justifying & Minimizing
- Path of Least Resistance
- Inability to Cope
- Underestimating

* See supplemental handouts for description; See Table 8.1 in *CBT with Justice-Involved Clients*

# Case Example: Jaden

Jaden is a 20-year-old who was referred by the court for breaking and entering into houses with a group of friends.
Jaden's parents have expressed concern that he has gotten on the "wrong path." In the past year Jaden failed out of college. Once Jaden started spending time with his new friends, his class attendance became sporadic. Also, he decided college classes were not for him; they were too boring, and he craved excitement. Jaden attempted a string of part-time jobs (construction to restaurant work) which always ended badly because of disagreements with co-workers and supervisors. Jaden complains he did not like having to show up at certain times, do things that weren't enjoyable, or be told what to do. He seems to have a pattern of impulsively quitting in the face of disagreements.

# Exercise

# Two Mistakes to Avoid in Developing a Supervision & Case Management Strategy

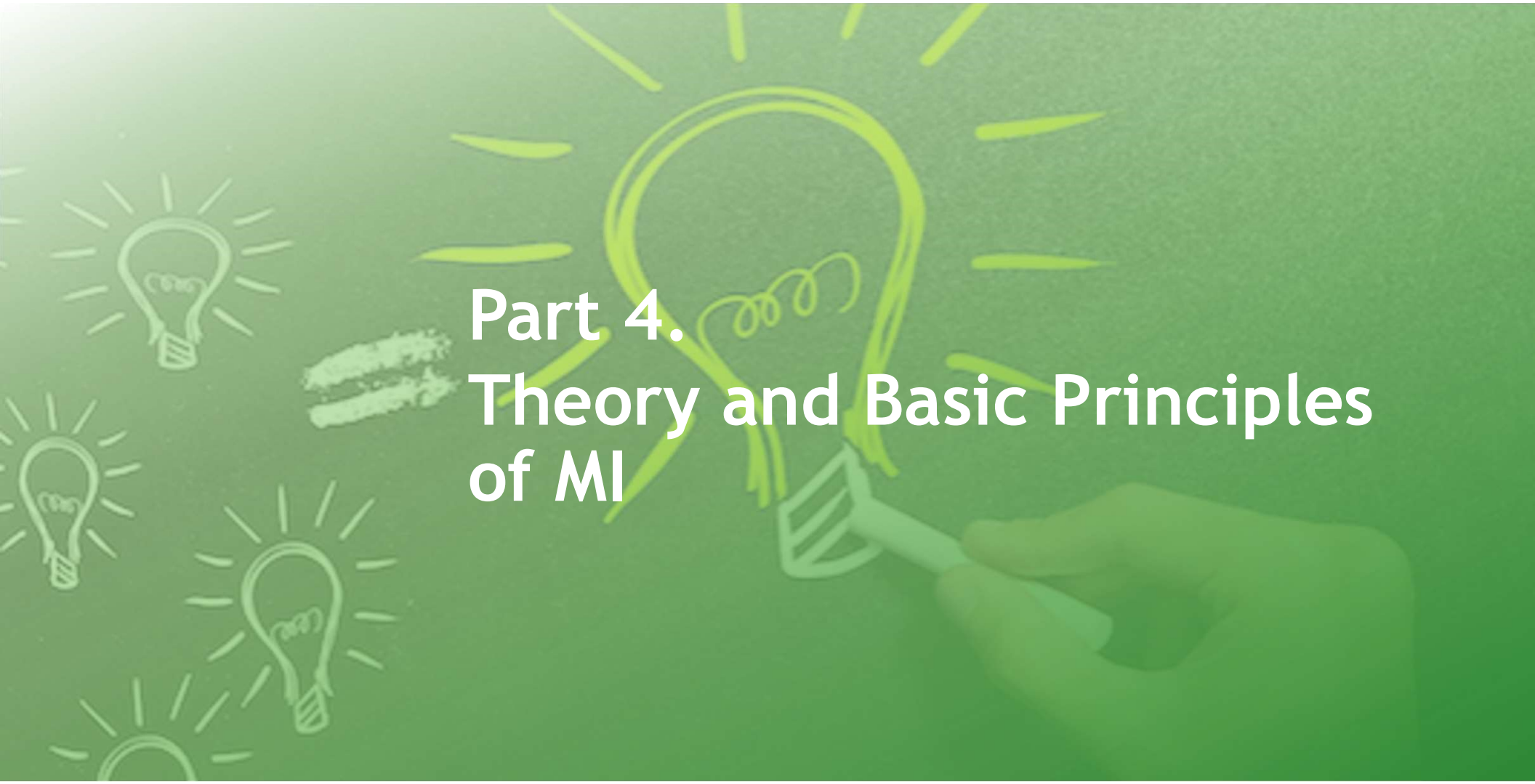
Assuming that addressing mental health symptoms will improve the JIC's criminal/antisocial behavior

01

Assuming mental health problems are unimportant or should not be addressed

02

**Conclusion**: Addressing mental health problems is sometimes necessary to help the JIC focus, attend, and participate fully in the interventions that target their criminal risk domains



# Part 4.
# Theory and Basic Principles of MI

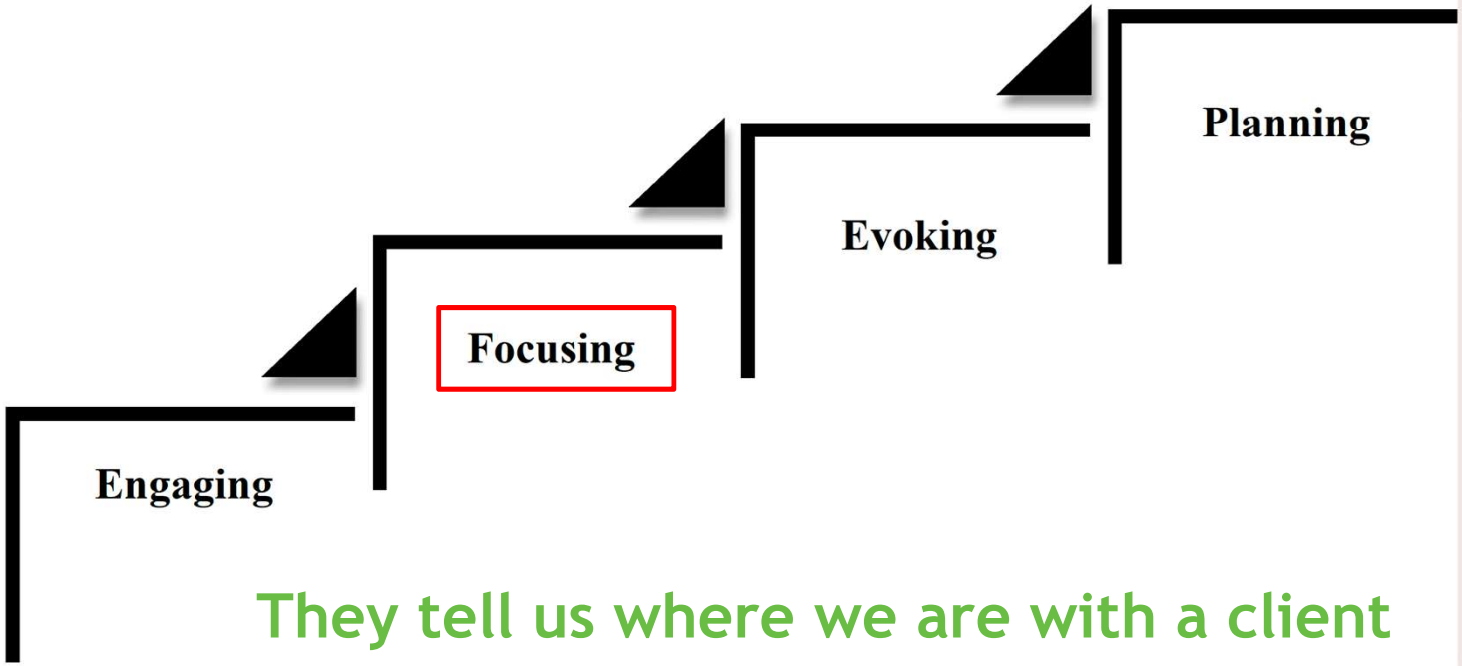
# Main Objectives for Using MI in Forensic Practice

Promote client engagement in the supervision/ treatment process

Elicit and explore clients' own motivations regarding change goals related to relevant criminal risk domains/ life areas

# MI and Case Management: Critical Differences

# The Processes of MI



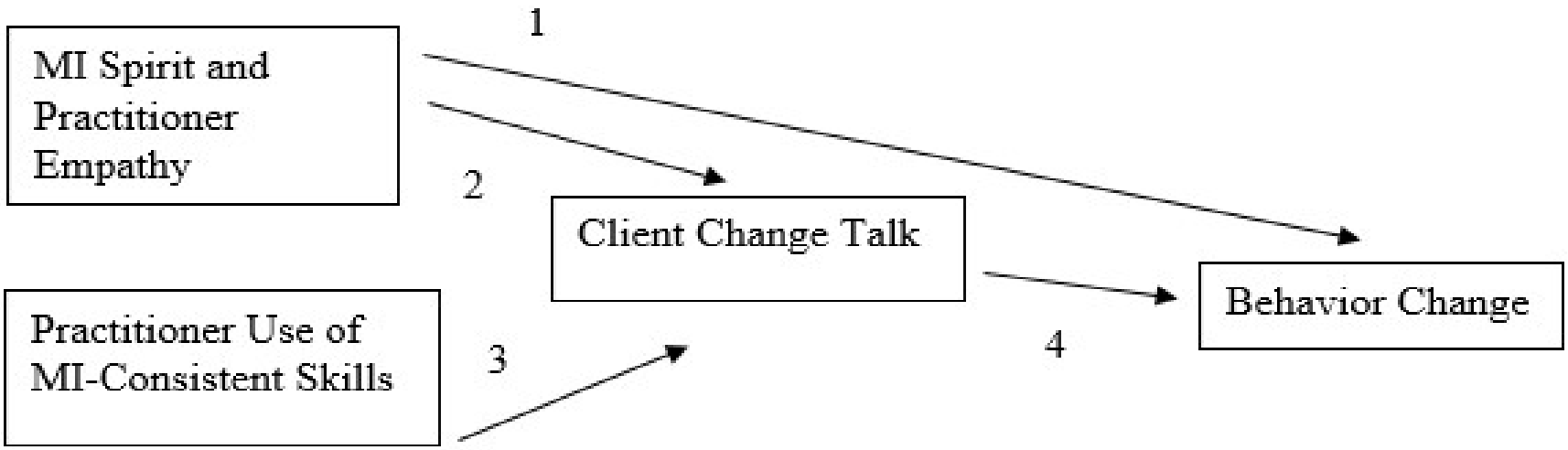

They tell us where we are with a client

Inform our goals in the moment

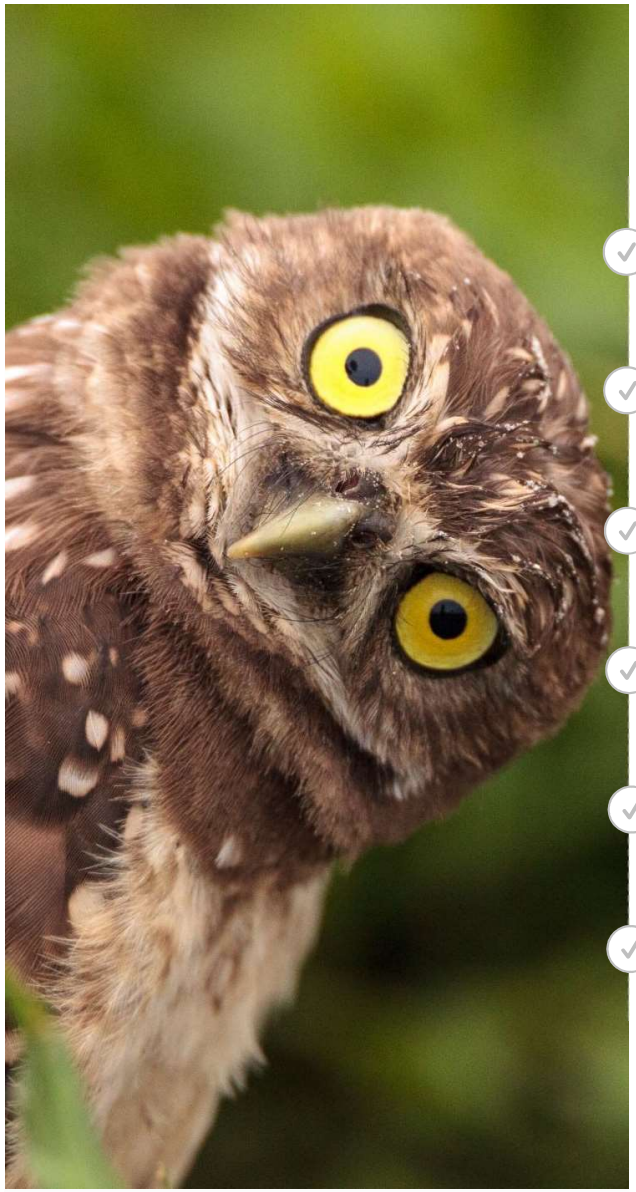
Determine how we apply our skills

# Relational & Technical Components of MI

# Two Hypotheses Regarding the Active Mechanism of Change in MI



# **Engaging:** The Spirit of the MI Approach



- Listen with presence
- Meet others where they are
- Elicit information -"Tell me more…"
- No fixin…
- Convey compassion
- Search for *inner motivation*

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# Technical Components and Core Skills

# OARS

**O** OPEN QUESTIONS

**A** AFFIRMATIONS

**R** REFLECTIONS

**S** SUMMARIZATIONS

Ask open-ended questions

Affirm positive behaviors

Listen reflectively

Summarize

Miller, W.R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change - 3rd edition*. New York, NY: The Guilford Press.

# OPEN ENDED QUESTIONS

## TELL ME MORE…

## MIND-SET

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# Open Questions About Criminal Risk Domains

Tell me about how you got involved with the criminal justice system?

What are you likely to lose if you end up back in prison?

Where do you see things headed if you continue skipping school?

What are some of the most important reasons to stay involved with your family?

How do you spend your time during a typical day? – Give me an overview.

If you were to find a stable job, how might your life be different?

Tafrate, R. C., Hogan, T., & Mitchell, D. (2019). Integrating motivational interviewing with risk-need-responsivity based practice in community corrections: Collaboratively focusing on what matters most. In D. Polaschek, A. Day, and C. Hollin (Eds.), *The Wiley international handbook of correctional psychology* (pp. 603 –622). Wiley Blackwell.

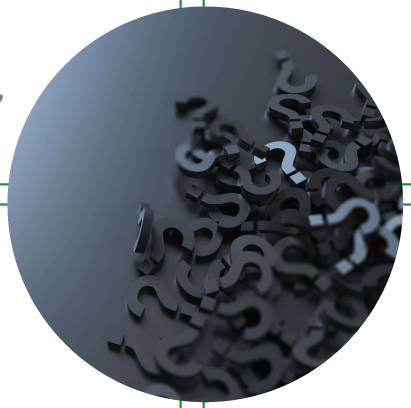
# Open Question Subtypes

### IF QUESTIONS

Propose hypotheticals; gets depth *"If you were to slow down your drinking, how would that make you a better parent?"*

### CHANGE TALK QUESTIONS

A question designed to elicit change talk *"What are the two most important reasons to _____?"*



### DISARMING QUESTIONS

Ask the client what s/he likes about their negative behavior *"What do you like about your gang friends?"*

### FOCUSING QUESTIONS

Ask what the client considers the greatest concern or highest priority *"In terms of changing something, what seems most urgent for you now regarding _____?"*

# Questions Likely to Evoke Change Talk

| Change talk subtype | Change talk questions |
|---|---|
| Desire | "*Why would you like to work on making better decisions?* |
| | *"What do you want to get out of this period of supervision*?" |
| Ability | "*What gives you confidence that you can avoid your old friends?*" |
| | *"What strengths do you have that will help you to re-invent your future?*" |
| Reasons | "*What are the two most important reasons for you to stay out of jail?"* |
| | *"How would _____ * benefit you?"* |
| | *(* keeping this job, attending this program, spending time with positive friends, reducing your drug use, etc.)* |
| Need | "*How important is it for you to change course now?"* |
| | *"What is at stake if you do not get a handle on your impulsive decision-making?"* |
| Commitment | "*What are your plans for going to the employment program?"* |
| | *"How will you handle the negative influence from your brother?"* |
| Activation | "*What might you do to treat your girlfriend better?"* |
| | *"Think about a situation that might pop up over the next day or two that will be risky for you. What would be the best way for you to deal with it?"* |
| Taking Steps | "*What have you taken from this whole experience that is already helping you make better decisions?*" |
| | "*What are some things you are doing now that are helping you to maintain your sobriety?*" |

# Focusing Questions

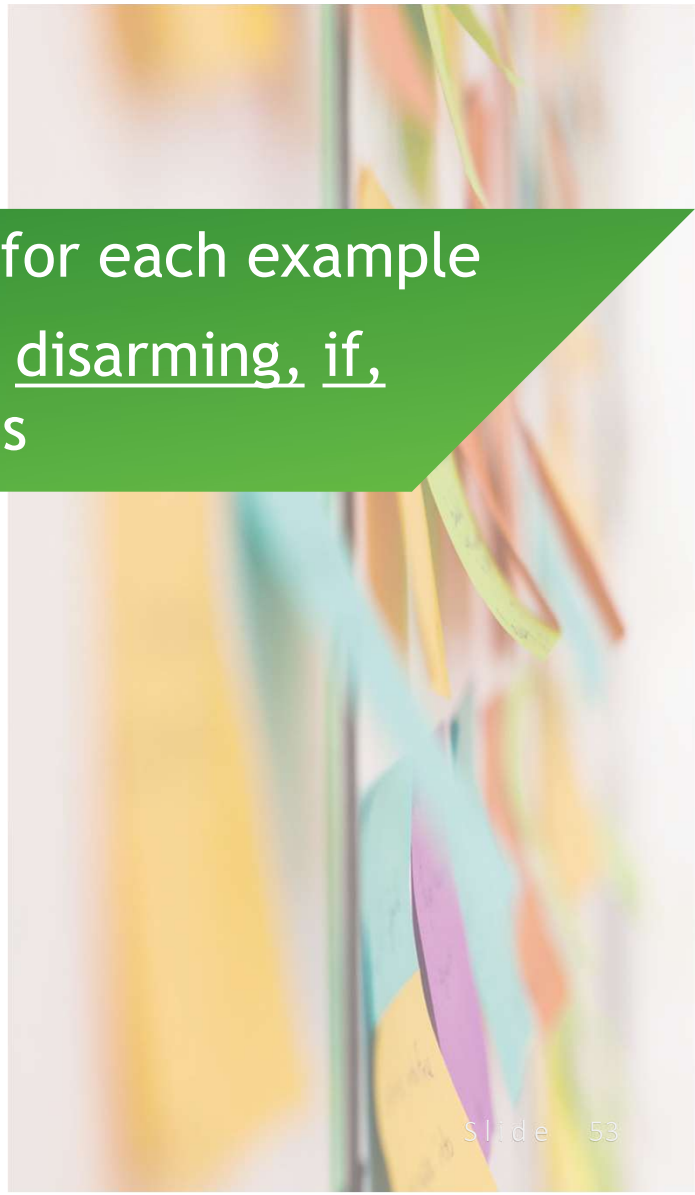
- “What changes would you like to make?”
- “It looks like you are getting a lot of pressure from the court about the conditions of your probation. I would like to hear from you what you think is most important to work on.”
- “If you were to make changes in your life once you get out of prison, what do you see as the first change you need to make?”
- “As you look at your life right now, what areas do you need to work on to make things better?”
- “In terms of changing something, what seems most urgent for you right now?”
- “If I were to run into you at the post office after your supervision period has ended, what would you want to tell me has changed in your life?”
- “When you think about your upcoming release date, what are you most worried about?”
- “Even though you feel like you are being forced to come here, what could we focus on that might be helpful for you?”
- “In order to avoid future legal problems, what do you need to do differently?”
- “What puts you most at risk for getting rearrested?”
- “What are the two most important things for you to work on so that you will not end up back in prison?”
- “Let’s take a step back and consider together what is most important to focus on. What do you see as the highest priority?”

# Exercise: Formulating Open Questions

Write down open questions for each example

Where appropriate, come up with disarming, if, change talk, and focusing questions

1. Have you thought about looking for work?
2. Don't you think your family has been hurt enough by your using?
3. I know we talked last time about the problems you have been having with your daughter. Did you speak with her this past week?



# Affirmations

Affirming means making a statement to a client that highlights their strengths, abilities, good intentions, or efforts

# Forming Affirmations

- You know a lot about…
- That's really smart of you to…
- You've made a great effort to…
- You have a lot of great ideas for…
- You've obviously put a lot of thought into this
- You know yourself
- You're doing things right
- You seem really committed to…
- You're working hard to…

# Sample Affirmations

**Notice how the word “I” is usually absent. You want to refrain from any element of passing judgement if possible**

## FOR EXAMPLE

“It has taken a lot of courage for you to step back and take a serious look at the last few years of your life.”

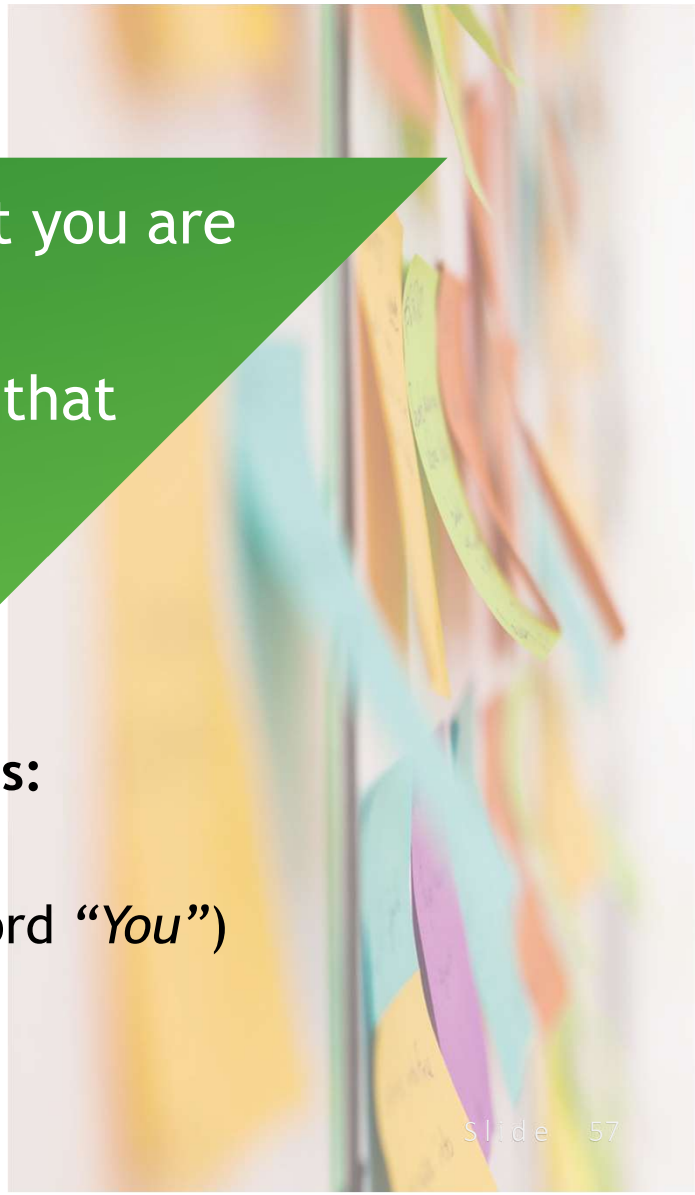
“You have worked hard to avoid the people who have negatively influenced you in the past and you've been successful in making new friends.”

# Exercise

Think about a difficult case that you are currently working with

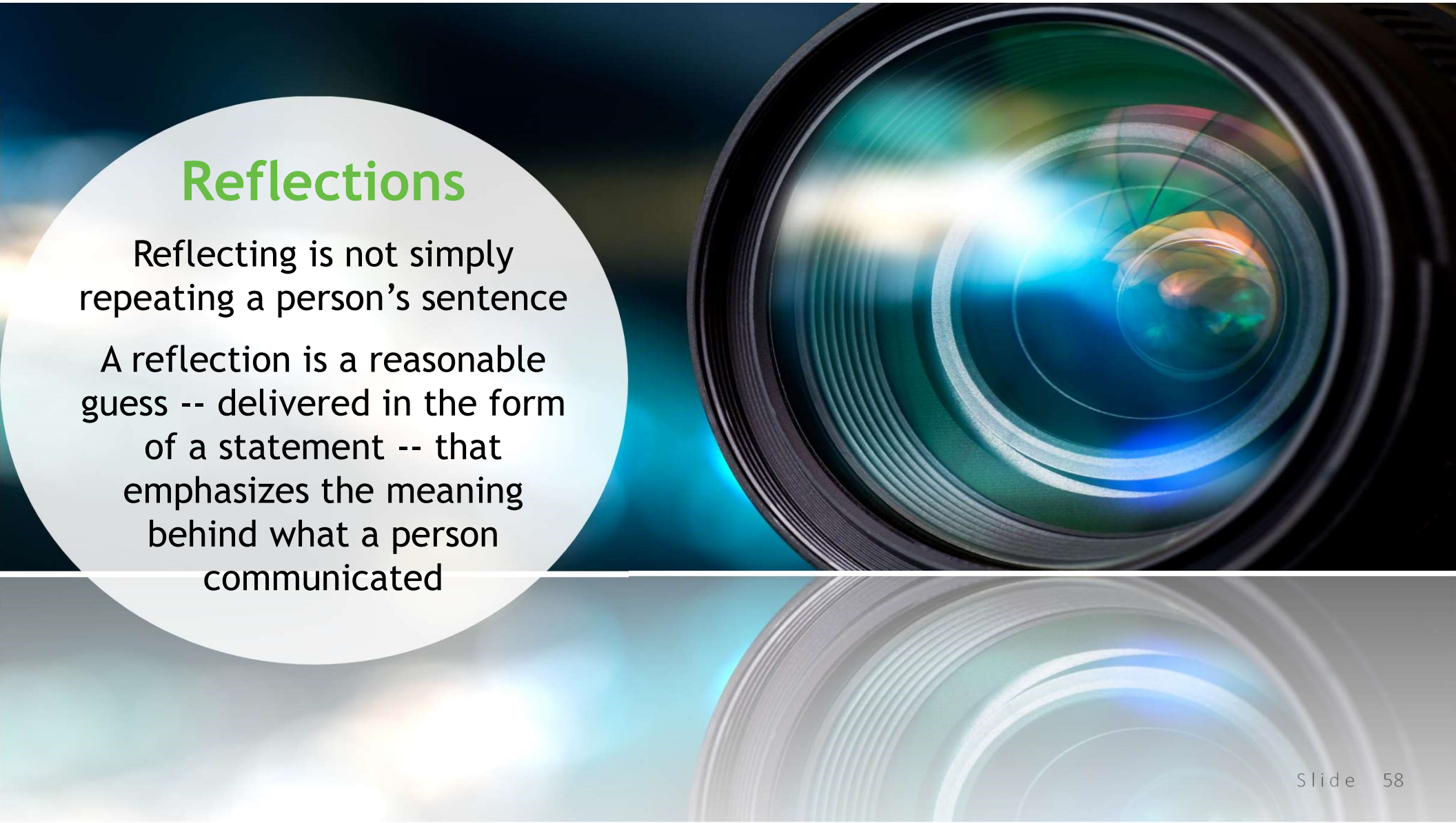
Try and identify a quality or behavior that might be a potential strength

Consider ways that the strength might help the person in some situations



**Write an affirmation using the following guidelines:**

- Focus on specific behaviors
- Avoid using the word *"I"* (organize around the word *"You"*)
- Attend to strengths instead of deficits
- Be genuine



# Reflections

Reflecting is not simply repeating a person's sentence

A reflection is a reasonable guess -- delivered in the form of a statement -- that emphasizes the meaning behind what a person communicated

# Why be Reflective?

- Clarification
- Understanding
- Develops rapport and enhances engagement
- Other person talks more
- Other person can hear his/her own arguments

# Forming Reflective Statements

**Start your reflections with the following…**

“It sounds like you…”

“You’re feeling…”

“It seems that you…”

“So you…”

“You…”

# Refection Sub-types

**Below the waterline:** Moves beyond the client's words; presents information in a new light

**Amplified:** Overstates what client has said

**Double Sided:** Reflects both parts of client's ambivalence

**Feeling:** Taps into emotion either expressed or implied

# Exercise

## Practicing Different Types of Reflections

**Client Says…**

"I can't find a job because no one wants to hire someone with a criminal background and not much work experience."

### Create 4 different reflections

Below the waterline: _____

Amplified: _____

Double sided: _____

Feeling: _____

# Exercise

# Practicing Different Types of Reflections

**Client Says…**

"I'm trying to go to school, but sometimes I feel like nobody wants me there."

## Create 4 different reflections

Below the waterline: _____

Amplified: _____

Double sided: _____

Feeling: _____

# Exercise

## Practicing Different Types of Reflections

**Client Says…**

"I like to drink but think I should really slow down. It's too much trying to keep up with the younger guys."

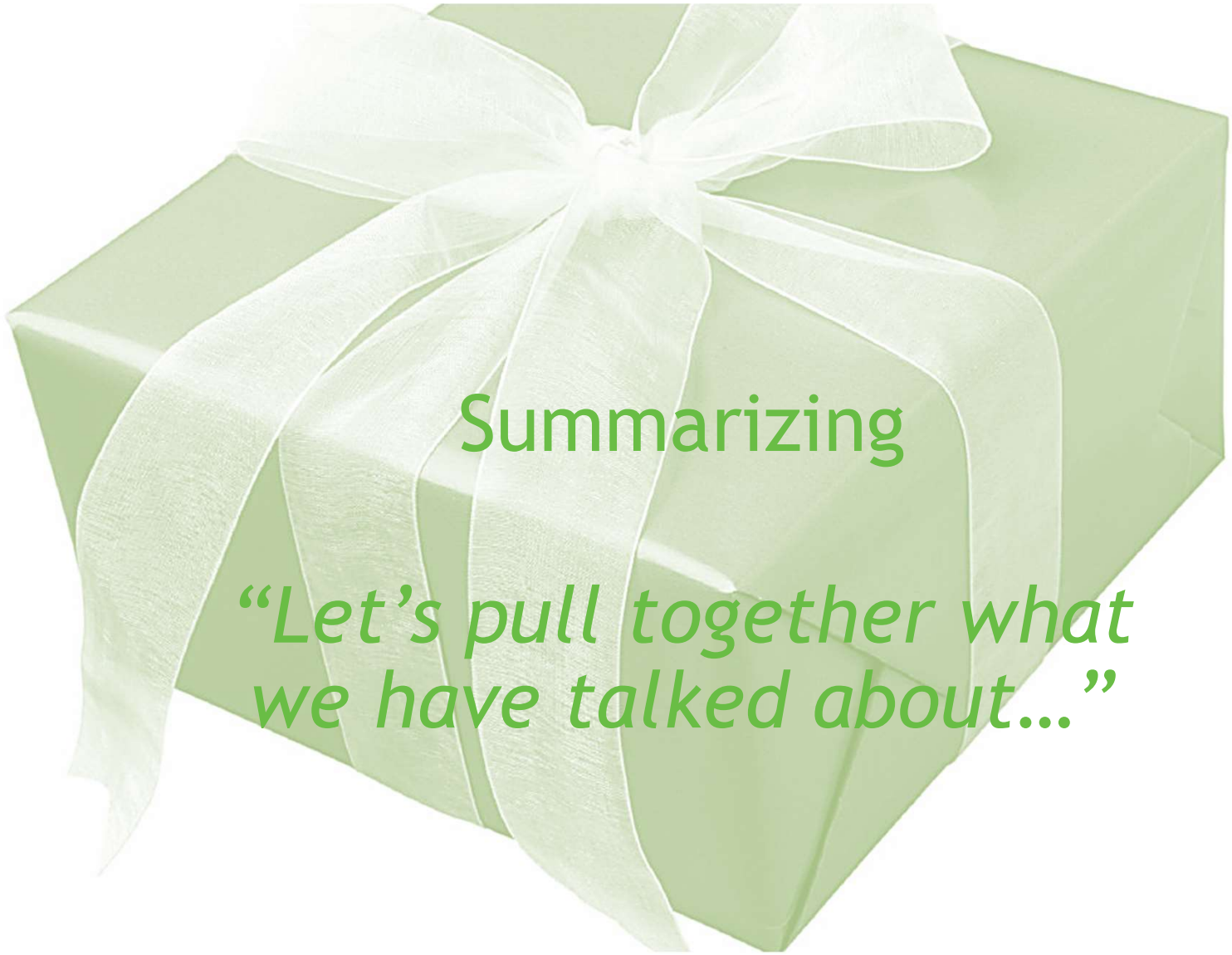
### Create 4 different reflections

Below the waterline: _____

Amplified: _____

Double sided: _____

Feeling: _____



# Summarizing

*“Let’s pull together what we have talked about…”*

# Sample: Collecting Summary

"John, let's pull together what is most important before we wrap up for today. You've told me a couple of things about your parole that really stood out. You mentioned how it's easier for you to avoid your old friends when you know exactly what to say when you run into them, like we just practiced. And keeping the job is key for you, it keeps you busy and you look forward to going. And calling your aunt every afternoon really helps you to stay positive and connected to your family."

From: Tafrate, R. C., Hogan, T., & Mitchell, D. (2019). Integrating motivational interviewing with risk-need-responsivity based practice in community corrections: Collaboratively focusing on what matters most. In D. Polaschek, A. Day, and C. Hollin (Eds.), *The Wiley international handbook of correctional psychology* (pp. 603 –622). Wiley Blackwell.

# Summary Sub-Types

***Collecting:*** Gather information and present it back to the client

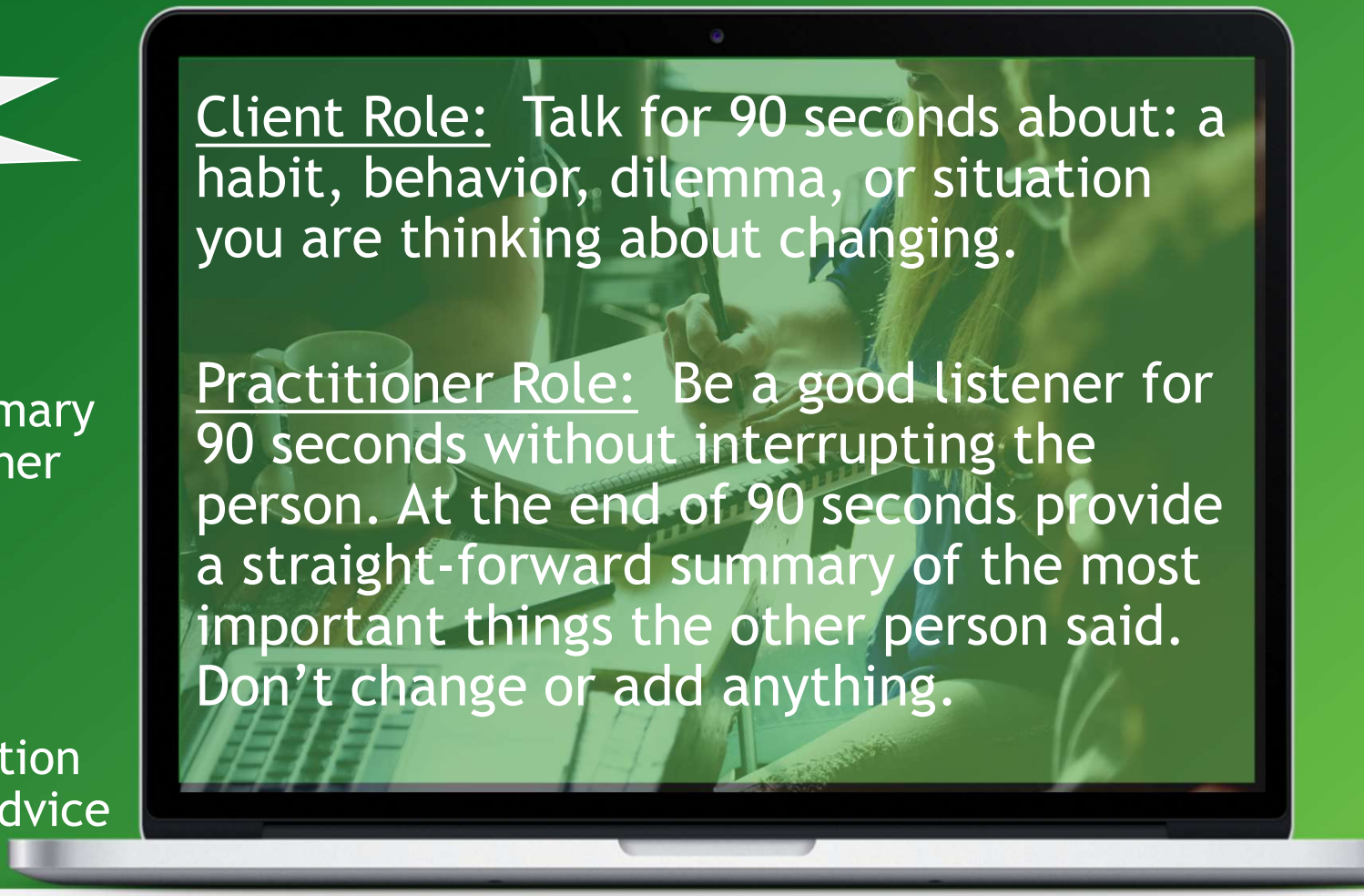
***Transitional:*** Used to gather information and sets the stage for an open question that changes direction

***Linking:*** Contrasting current information with something that has been shared previously

## Break-out Exercise

**Remember:**

- Launch into your summary with “Let’s pull together what we have talked about”
- Be selective
- Be brief
- And resist the temptation to offer solutions or advice

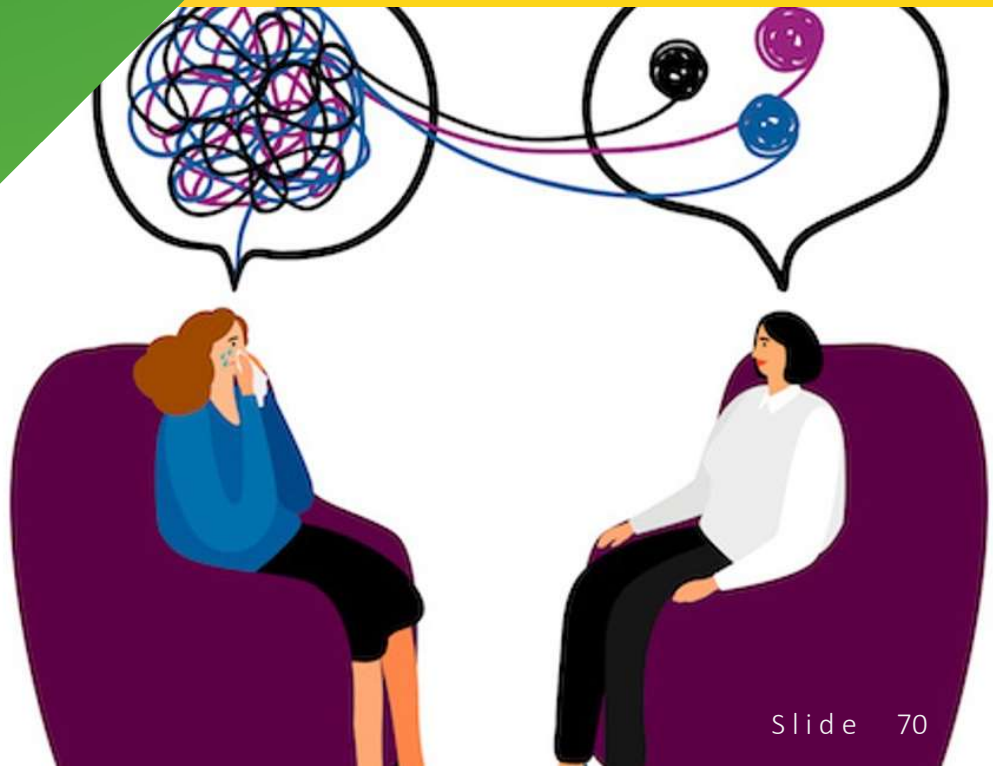


# Client Change Language: the Strategic Heart of MI

*Hearing things differently*

How do you know people are thinking about changing?

What kinds of things do your clients say?



# Overview of MI Language Constructs

**“What clients hear themselves say is more important than what you say”**

**(People talk themselves into change)**

# Change Talk

## Definition:

**Any speech that favors movement toward and commitment to change**

Three elements: a statement oriented toward a positive change, linked to a specific target behavior, and phrased in the present tense

# Change Talk

## Examples:

“I used to be so slick. Like the easy money would last forever. Like I was smarter than everyone. But in and out three times, doing 8 years … My family won't even talk to me anymore. I can't live like this any longer. I have to get my act together.”

“Anyone who drinks is gonna have problems; and I know a lot of people that are more messed up than I am.”

# Sustain Talk

## Definition:

Any speech that involves client counter-change verbalizations that favor maintaining the status quo or not changing. Often takes the form of minimizations or justifications related to negative or risky behavior

# Sustain Talk

## Examples:

“Whenever we took a car, it's not like we kept it forever. They get their ride back and they get insurance on top of that.”

“You need to understand, where I live people are like, ‘Do it to him or he’ll do it to you.’ You have to fight to survive.”

# Discord

## Definition:

**A form of sustain talk that indicates the person is feeling pressure to change and is actively pushing back**

"Discord is ambivalence under pressure"

# Discord

## Examples:

"You haven't walked in my shoes. Who the hell are you to tell me what to do?"

"You're damn right I'm angry. The system is unfair to men. Really. I have to go to anger management when she starts all the arguments."

# Change Talk & Sustain Talk

## What's key:

Change talk and sustain talk can be influenced by practitioners' response style

A predominance of change talk predicts actual behavior change; whereas a higher proportion of sustain talk - or equal levels of sustain talk and change talk - are predictive of not changing

Skillful MI yields increasing levels of client change talk over time, and the ratio of change talk to sustain talk appears to be an important marker for subsequent change

# Attention to language and differential responding are the essence of the MI evoking process

Strategic goals:

*Evoke* and *reinforce* change talk

*Soften* sustain talk

*Defuse* discord

*"Nurture the flame of change talk"*

# Specificity of Change Talk

## Preparatory Change Talk

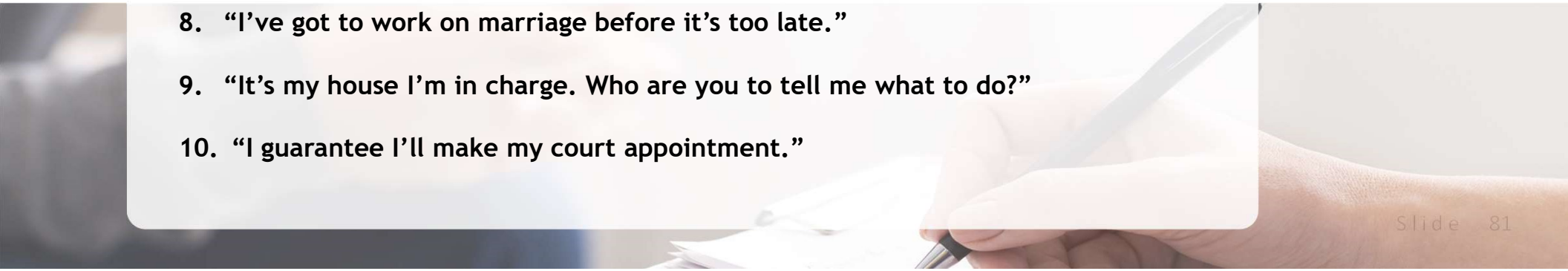
- **D** **DESIRE** *(I'd like to find a new place to live)*
- **A** **ABILITY** *(I could find a job if I tried)*
- **R** **REASONS** *(If I cut down, I could be like a real father)*
- **N** **NEED** *(I've got to get my act together. I don't think my girlfriend will be there for me if I mess up again)*

## Mobilizing Change Talk

- **C** **COMMITMENT** *(I'll have my resume done by the end of the week)*
- **A** **ACTIVATION** *(I'm ready to talk to my family and ask for help)*
- **T** **TAKING STEPS** *(I got a new cell phone number. Anyone who knows the old number, I don't want to talk to anymore )*

# Exercise: Recognizing Change Talk, Sustain Talk, and Discord

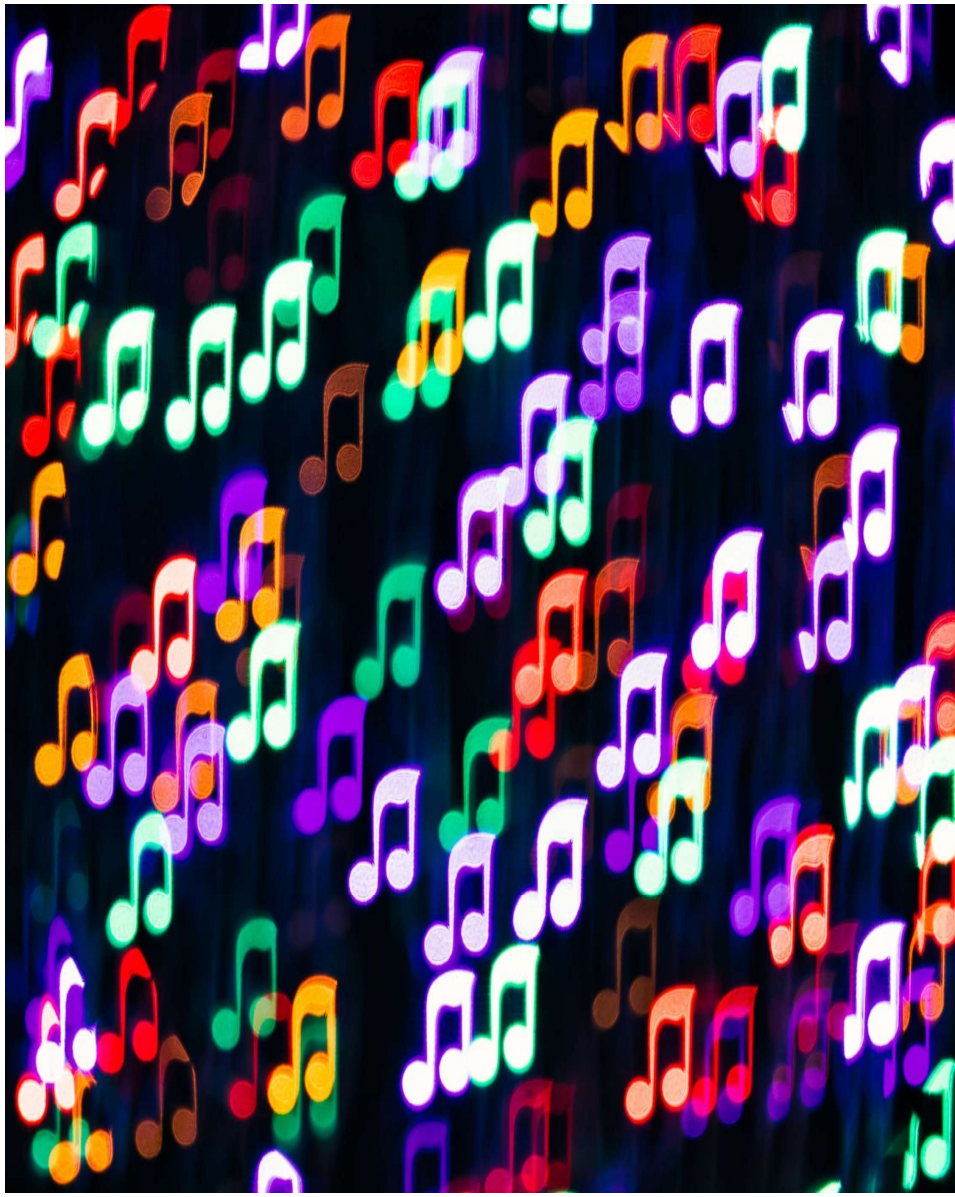
1. “I have my reasons for dropping out of school.”
2. “My daughter wants me to be less angry at home. She says my anger scares her.”
3. “I went to the job fair last week.”
4. “I might be able to cut down on my drinking.”
5. “There is no way to avoid using drugs in my neighborhood.
6. “I want to be part of my son’s life.”
7. “I’m ready to be more honest with my family.”
8. “I’ve got to work on marriage before it’s too late.”
9. “It’s my house I’m in charge. Who are you to tell me what to do?”
10. “I guarantee I’ll make my court appointment.”



# Responding to Naturally Occurring Change Talk

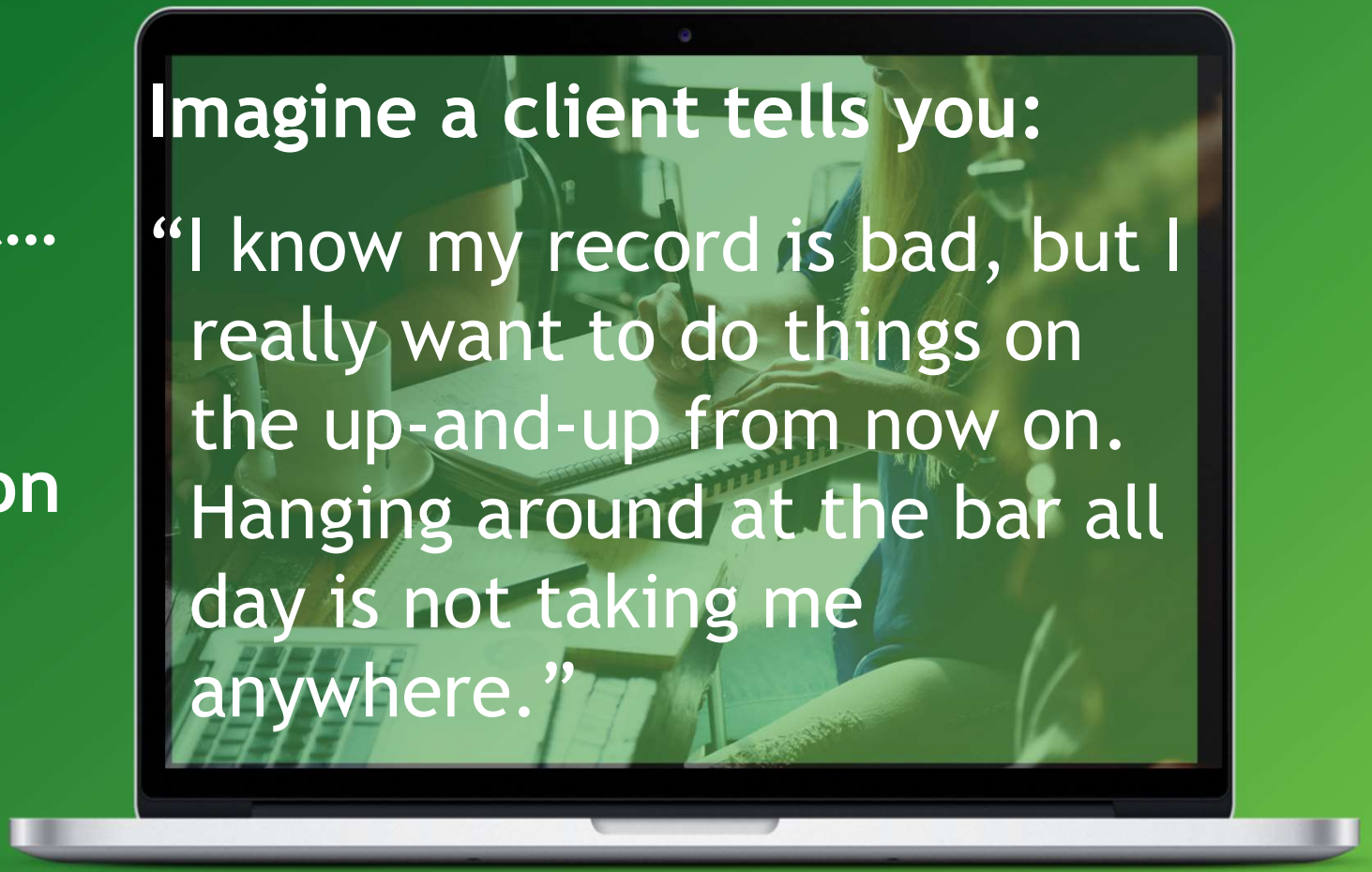
## (in risk-relevant areas)

**Hearing the music**



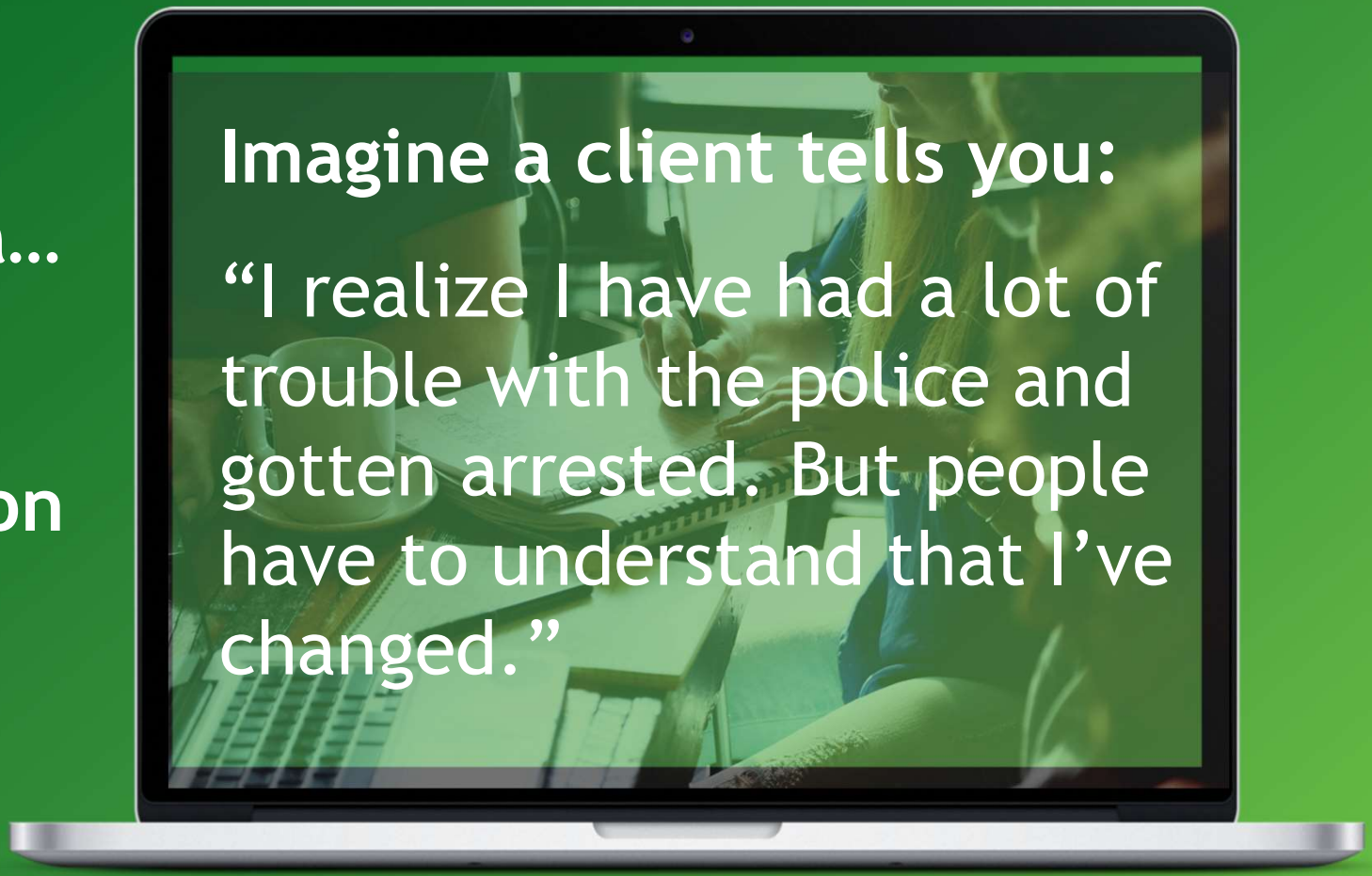
Respond with a…

- Reflection
- Open Question
- Affirmation



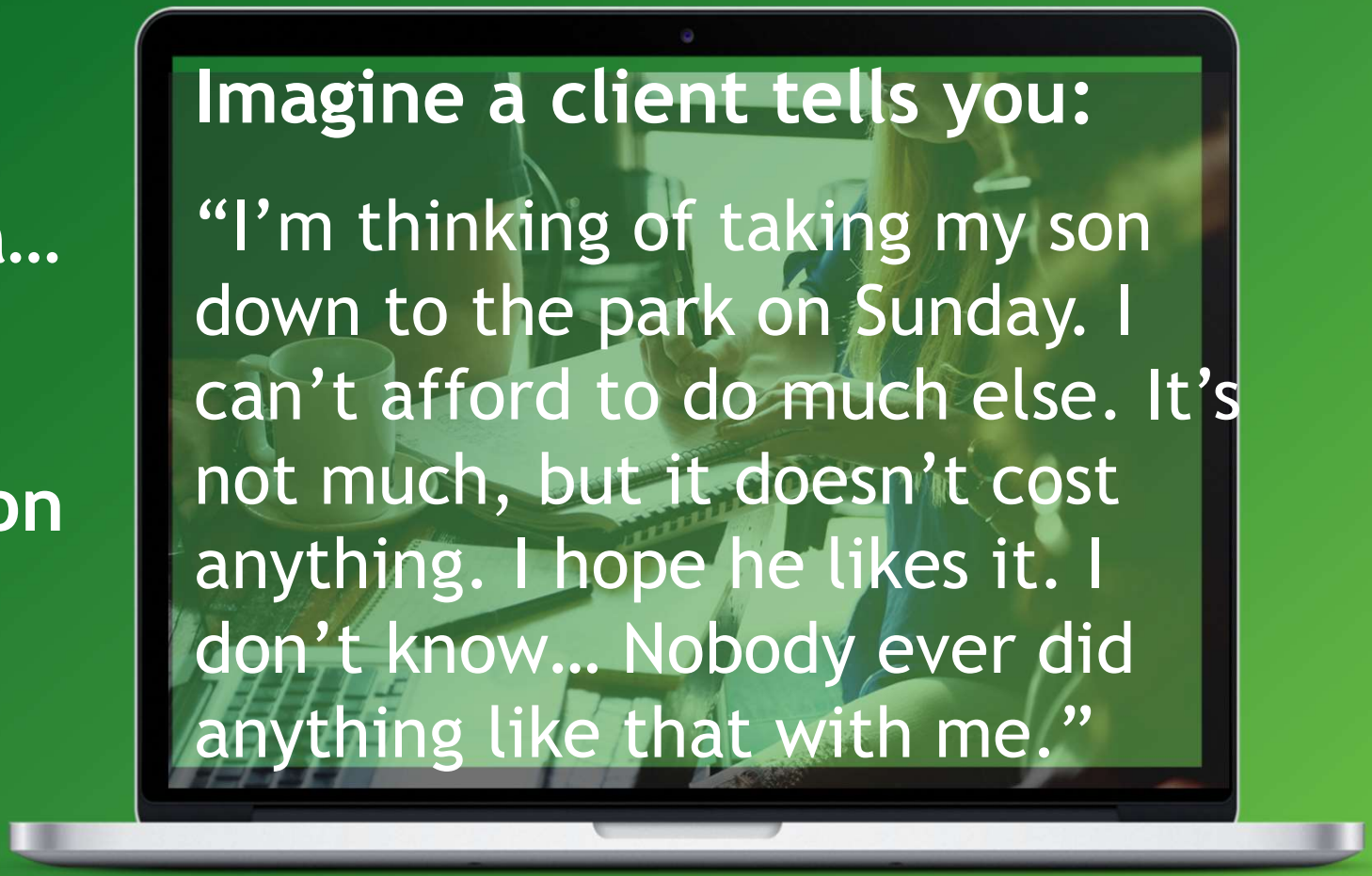
Respond with a…

- Reflection
- Open Question
- Affirmation



Respond with a…

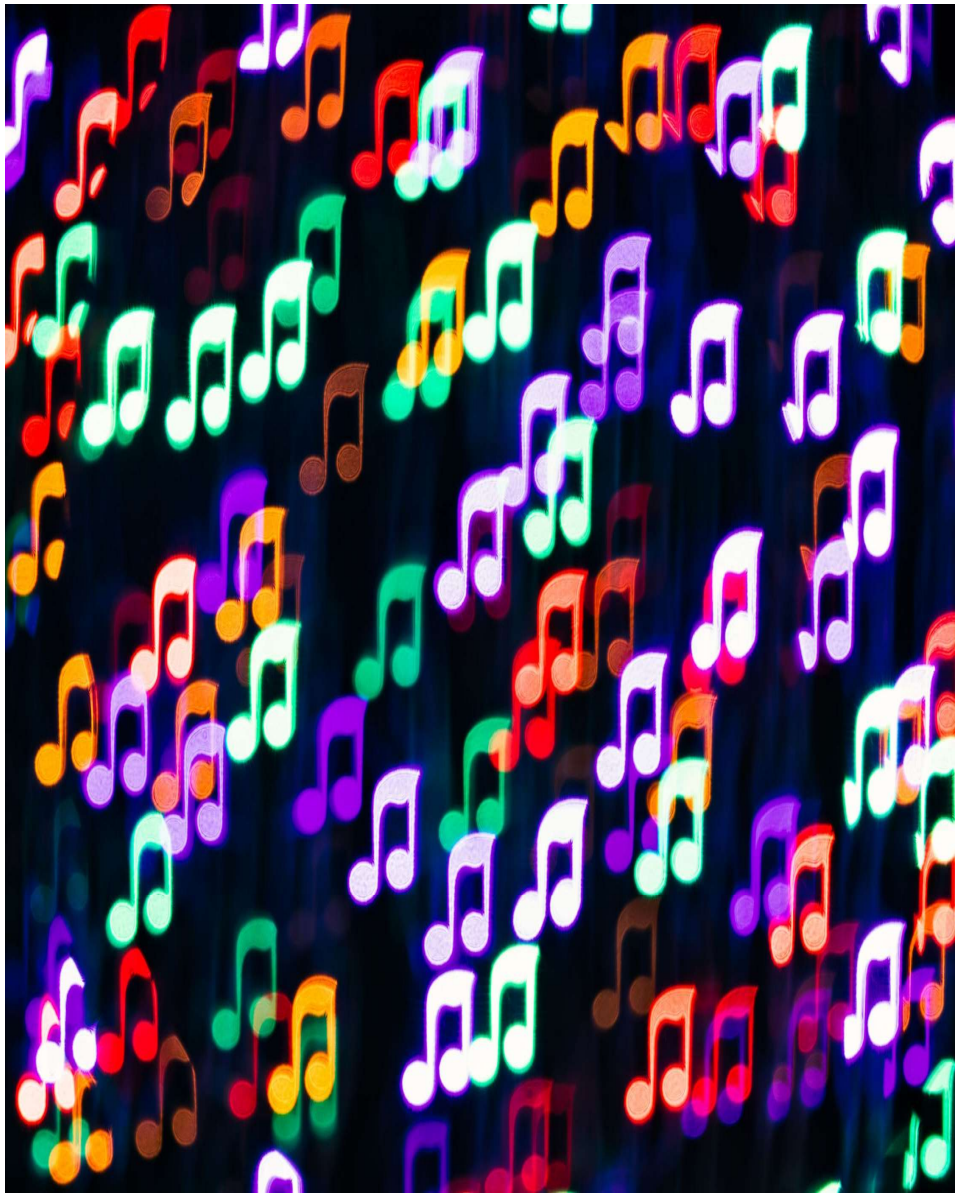
- Reflection
- Open Question
- Affirmation



# Actively Eliciting Change Talk

## (in risk-relevant areas)

**Encouraging the music**



# Questions Likely to Evoke Change Talk

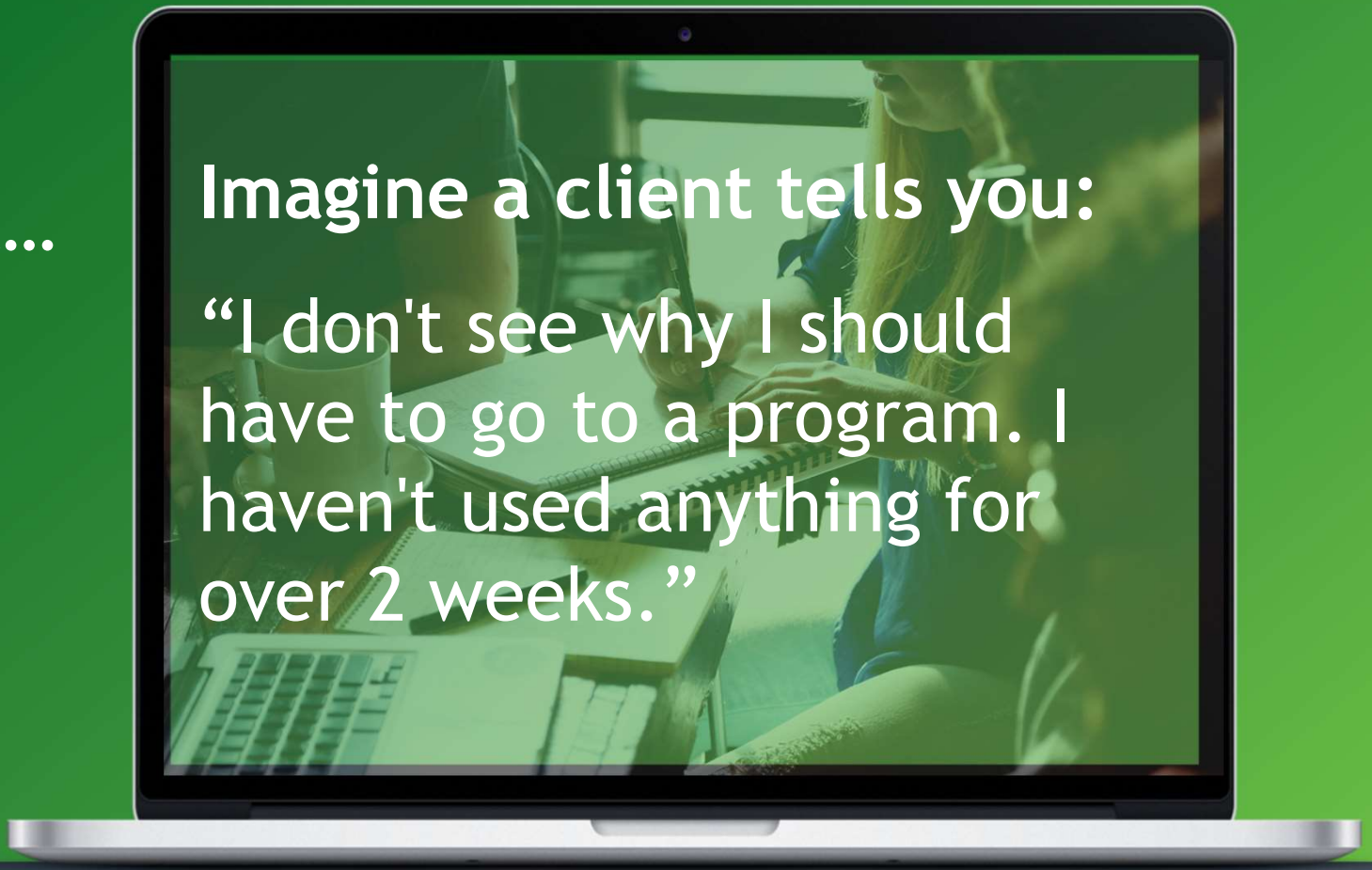
| Change talk subtype | Change talk questions |
|---|---|
| Desire | "*Why would you like to work on making better decisions?* |
| | *"What do you want to get out of this period of supervision?"* |
| Ability | "*What gives you confidence that you can avoid your old friends?*" |
| | *"What strengths do you have that will help you to re-invent your future?"* |
| Reasons | "*What are the two most important reasons for you to stay out of jail?"* |
| | *"How would _____ * benefit you?"* |
| | *(* keeping this job, attending this program, spending time with positive friends, reducing your drug use, etc.)* |
| Need | "*How important is it for you to change course now?"* |
| | *"What is at stake if you do not get a handle on your impulsive decision-making?"* |
| Commitment | "*What are your plans for going to the employment program?"* |
| | *"How will you handle the negative influence from your brother?"* |
| Activation | "*What might you do to treat your girlfriend better?"* |
| | *"Think about a situation that might pop up over the next day or two that will be risky for you. What would be the best way for you to deal with it?"* |
| Taking Steps | "*What have you taken from this whole experience that is already helping you make better decisions?*" |
| | "*What are some things you are doing now that are helping you to maintain your sobriety?*" |

# Responding to Sustain Talk

Responding to bad music

## Respond with a…

## Reflection




Tip: “The way you see it . . . ”

## Respond with a…

## Reflection

Tip: “The way you see it . . . ”

# Avoiding Sustain Talk

## Not encouraging more bad music

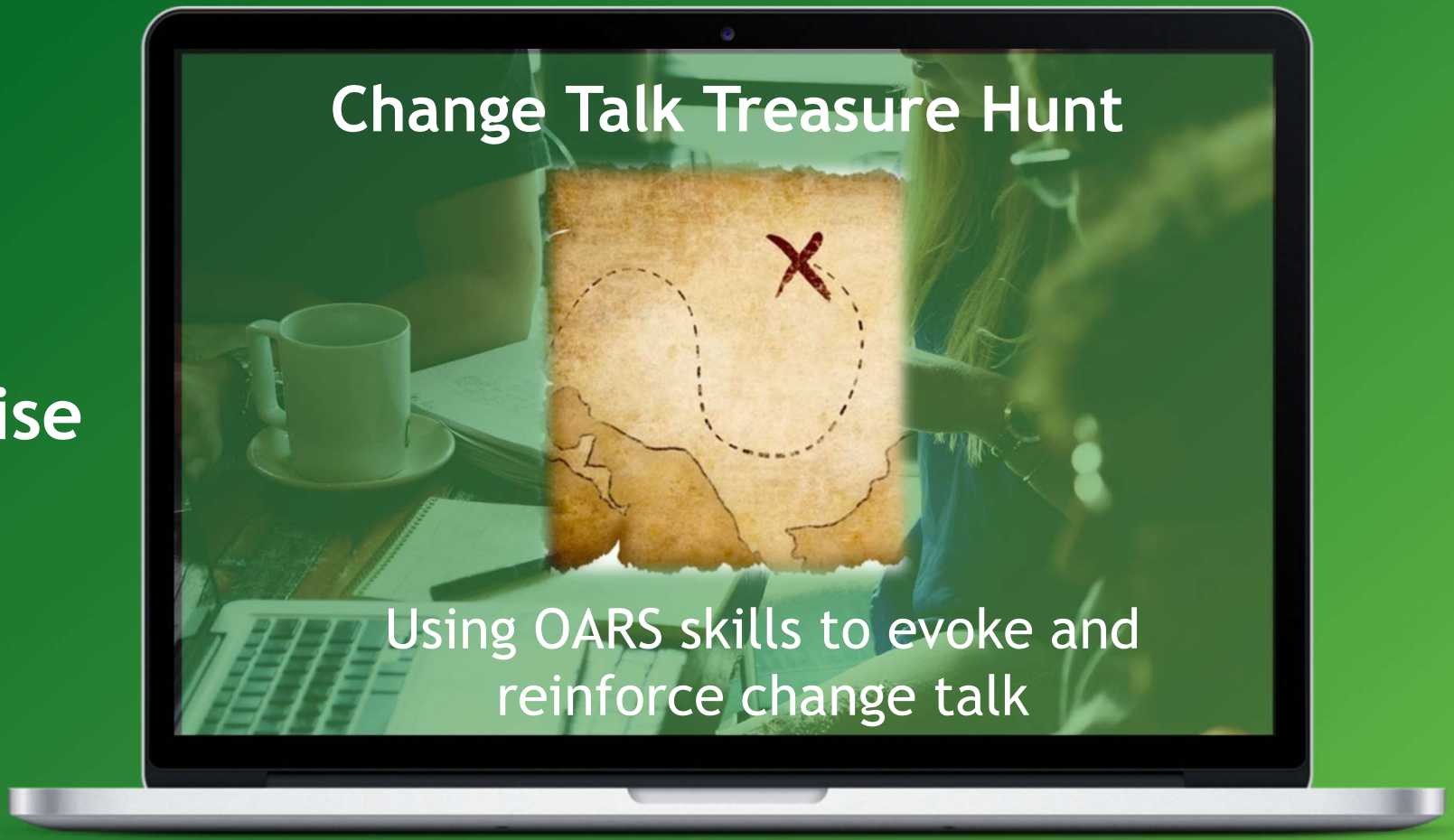
"Why are you still hanging out with your old friends?"

"Why haven't you taken steps to control your drug use?"

"Why haven't you found a job yet?"

"What are the pros and cons of smoking pot?" (Known as a decisional balance)

# Exercise


Change Talk Treasure Hunt
Using OARS skills to evoke and reinforce change talk

# Case #1

This 18-year-old recently ended up on probation for a breaking into houses to get money for drugs. His family members are well-known to law enforcement. He tells you:

> *"I don't mean any disrespect, but I don't like it when probation officers say they knew my older brother back when he was on probation. I don't like what he did and how he ended up. I don't want to be like him."*

Change talk? Yes _____ No _____

If yes, What type?

Desire ___ Ability ___ Reasons ___ Need ___ Commitment ___
Activation ___ Taking Steps ___

If yes, provide a reflective response that would reinforce change talk?

If no, write a question that might evoke change talk (change talk question)?

# Case #2

This 55-year-old man has recently been released from prison. He is anxious about his transition into the community. He has concerns about finding a stable place to live, rebuilding family relationships, and obtaining employment. He tells you:

> *"I've lost a lot. I've lost years out of my life. I can't ever get back time. I have to do things differently this time."*

Change talk? Yes _____ No _____

If yes, What type?

Desire ___ Ability ___ Reasons ___ Need ___ Commitment ___
Activation ___ Taking Steps ___

If yes, provide a reflective response that would reinforce change talk?

If no, write a question that might evoke change talk (change talk question)?

# Case #3

This 19-year-old woman has recently been arrested for driving under the influence. Her history of substance use problems has led to several contacts with the criminal just system. Other areas of concern are employment and mental health issues such as trauma. She tells you:

> *"I've had a lot of things happen to me; there's things that bother me. I get emotional just talking about it. But I don't think I'm crazy. I'm getting all this pressure to go to counseling. I don't see how talking about my problems will help anything. It will only make me feel worse."*

Change talk? Yes _____ No _____

If yes, What type?

Desire ___ Ability ___ Reasons ___ Need ___ Commitment ___
Activation ___ Taking Steps ___

If yes, provide a reflective response that would reinforce change talk?

If no, write a question that might evoke change talk (change talk question)?

# Case #4

This 18-year-old has a poor record of achievement in school and work. He was recently released from a psychiatric hospital where he was treated for symptoms of schizophrenia. He now lives in a group home and is seeking stable employment. He tells you:

> *"I know most people don't think a dishwashing job is all that much, but when I'm in my work uniform waiting for the bus and I see those dudes across the street doing nothing, it kind of makes me feel good."*

Change talk? Yes _____ No _____

If yes, What type?

Desire ___ Ability ___ Reasons ___ Need ___ Commitment ___
Activation ___ Taking Steps ___

If yes, provide a reflective response that would reinforce change talk?

If no, write a question that might evoke change talk (change talk question)?

# Part 5.
# A Blended MI-RNR Approach: Strategies for Integration

# Overarching Integration Strategies

**Sequential: MI as pretreatment (Also, fallback position)**

**Stylistic: A more client-centered RNR delivery**

# Blending MI-RNR Starts With the Initial Contact

In the first 60-seconds of the initial meeting, the stage is often set for successful (or unsuccessful) engagement

How we introduce the supervision/ treatment process will influence how the client responds

How we describe our role can influence how the client perceives us

## What effect might the following introductory statements have on a new client's thinking?

"I'm your P.O. My reporting day is Tuesday. Because you're a 'High,' I have to see you twice a month. I need to go over the conditions again…"

Desirable Less Desirable No effect

"I'm not your friend. My job is to enforce the law and the orders of the court. I won't hesitate to violate you if you are failing to comply. That's what probation is all about."

Desirable Less Desirable No effect

"We're doing probation differently from what we used to do. What we're going to focus on is whatever you want to work on."

Desirable Less Desirable No effect

"We want you to successfully complete supervision and we believe you can. Part of my job is to help you work on things that get you in trouble; part of my job is to uphold the expectations of the court."

Desirable Less Desirable No effect

# Sample 1

Poor Start.

Initial contact before training . . .

See transcript 1

## TRANSCRIPT 1: PROBATION EXAMPLE OF INITIAL CONTACT – PRIOR TO TRAINING

**PO:** These are what are called conditions of probation. Do you remember reviewing them?

**JIC:** I think so.

**PO:** So pretty much report as directed, don't leave the state without permission, notify me if your address, phone, cell phone, employment, or if any of that changes.

**JIC:** Yeah.

**PO:** Those are your standard conditions. And your special conditions are alcohol treatment, testing evaluation, don't operate a motor vehicle while under suspension, and all of the conditions as deemed appropriate by OAP, which is office adult probation.

**JIC:** Okay

**PO:** Do you have any other phone numbers?

**JIC:** No. Not at the moment. No.

**PO:** Are you working?

**JIC:** Not right now. I'm trying. It’s been rough.

## TRANSCRIPT 1 CONTINUED

**PO:** What was your last job?

**JIC:** I was working roofing and landscaping, sort of seasonal. Kind of like under the table, so I wanna get something on the books and stuff like that.

**PO:** The job thing, okay. I'm gonna give you a month to find legitimate employment. If you don't find legitimate employment in a month, I'll have to send you to the AIC employment skills group. Okay.

**JIC:** Yep.

**PO:** You'll go to new directions you'll get your evaluation done. If you don't have a job legit job within a month, I send you to AIC. So, Tuesdays, three times a month, for the first three months I meet with you 3 times -- and 1 of them is supposed to be at your house. Go to new directions and if you don't have a legit job within a month, I'll have to send you to the AIC employment skills group. So, get a legit job and you won't have to go.

**JIC:** Hopefully.

**PO:** Any questions on anything? Alright.

# Developing an Opening Statement

4 components to an opening statement. The practitioner . . .

- Introduces him or herself and clarifies his or her role
- Provides a general statement about the purpose of supervision/ treatment
- Conveys sense of collaboration
- Ends with an open question that invites a response from the client

# Initial Contact Script
## (Integrating MI & RNR)

"Hi Tony, I'm Jen _ _ _ _, I'm your probation officer. Thank you for waiting this morning. Today I want to let you know a little about what to expect when we meet. Part of my job is to uphold the expectations of the court and another part is to provide support and information about community resources and to help you gain skills and knowledge to complete your probation successfully and keep you from returning to the court in the future. We'll work together to identify some of your strengths and some of the things you've struggled with that could put you most at risk for having future problems. But I'd like to hear from you first … How can being on probation be helpful to you?"

* See supplemental handouts for additional examples; See script 3.1 in *CBT with Justice-Involved Clients*

# Sample 2

Good Start.

Initial contact after training . . .

See transcript 2

## TRANSCRIPT 2: PROBATION EXAMPLE OF INITIAL CONTACT – AFTER TRAINING

**PO:** Thanks for coming in today. My name is David. I'm going to be your probation officer. The first part of my job is to uphold the expectations of the court and the conditions of probation. Another part of my job is to provide support and information about community resources to help you gain skills and knowledge to successfully complete your probation and keep you from returning to court in the future. We will work together on identifying some of your strengths and some of things you have struggled with. What are some things you might want to get out of probation?

**JIC:** Um… well, the first and foremost thing I want… I mean not a lot of times people look to get anything out of probation. But I mean if I look to get anything out of probation it is to successfully complete the probation, of course. So that's number one! I want to successfully complete the probation. So that's first and foremost what I want to get out of it.

**PO:** Okay. So, completing your probation is something that's important to you.

**JIC:** Absolutely!

**PO:** Successfully.

## TRANSCRIPT 2 CONTINUED

**JIC:** Absolutely!

**PO:** Anything else?

**JIC:** Um… I mean if I can get some of the things that you mentioned in your opening out of probation, that would be nice too. As far as like support in the community, resources.

**PO:** So, support, community resources, those are some things that are important to you.

**JIC:** Absolutely crucial!

**PO:** Okay.

**JIC:** So yeah, if I can get that kind of help out of probation that will be great.

**PO:** Alright. Very good. We will work on that together. Thank you.

Are we just cherry-picking?
(Initial contact montage)

# Create Your First Contact Script

See supplemental handouts for more examples of opening statements

# Focusing

# Focusing Questions

- “What changes would you like to make?”
- “It looks like you are getting a lot of pressure from the court about the conditions of your probation. I would like to hear from you what you think is most important to work on.”
- “If you were to make changes in your life once you get out of prison, what do you see as the first change you need to make?”
- “As you look at your life right now, what areas do you need to work on to make things better?”
- “In terms of changing something, what seems most urgent for you right now?”
- “If I were to run into you at the post office after your supervision period has ended, what would you want to tell me has changed in your life?”
- “When you think about your upcoming release date, what are you most worried about?”
- “Even though you feel like you are being forced to come here, what could we focus on that might be helpful for you?”
- “In order to avoid future legal problems, what do you need to do differently?”
- “What puts you most at risk for getting rearrested?”
- “What are the two most important things for you to work on so that you will not end up back in prison?”
- “Let’s take a step back and consider together what is most important to focus on. What do you see as the highest priority?”

## FOCUSING ON CRIMINAL RISK DOMAINS

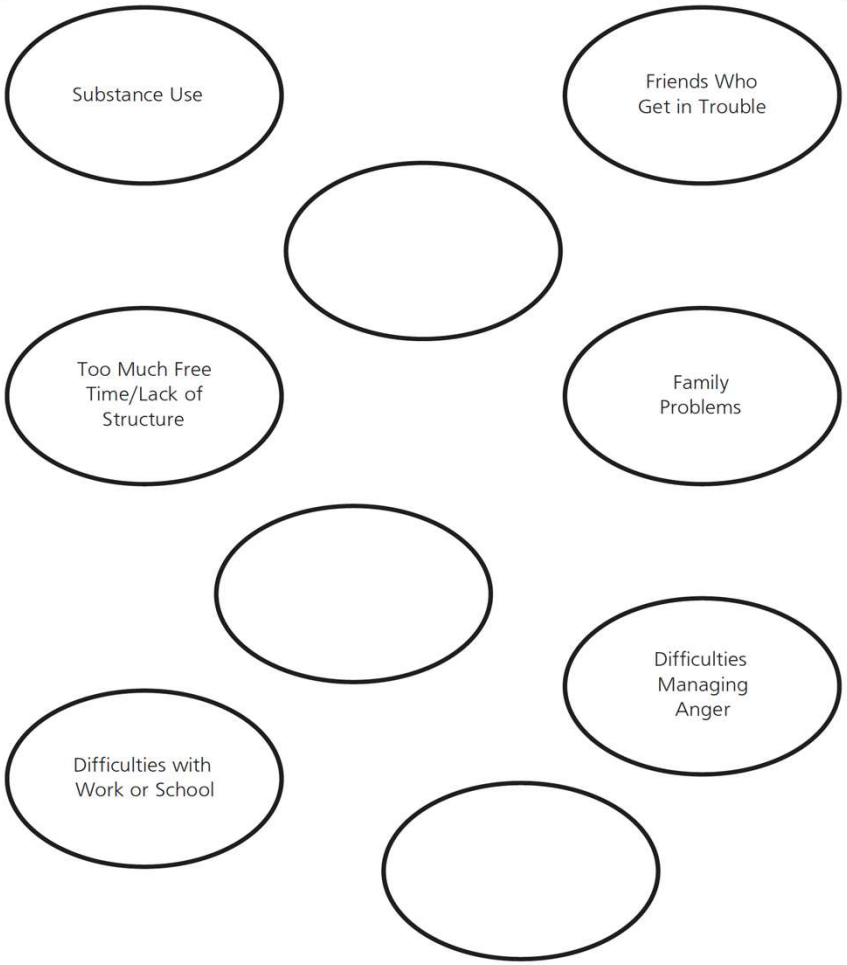
"[JIC's name], I've really appreciated your honesty in the last few meetings about some of the problems you are facing. Let's take a step back for a moment and figure out together what is the most important issue to focus on first. Based on what you have said, I've created a list of areas we might talk about. Let's review the list, so you can tell me what jumps out as most important. Ready? Here they are: (1) finding work, (2) getting into a program to earn your GED, (3) staying away from your friends who drink, and (4) getting your anger under better control. Which one seems to you like the top priority?"

* See supplemental handouts for additional examples; See script 7.1 in *CBT with Justice-Involved Clients*

# FOCUSING ON CRIMINAL RISK DOMAINS

"The bubbles on this chart contain different life areas that put people at risk for problems with the criminal justice system. If you take a look at the chart, you'll notice that the most common areas people struggle with are drugs and alcohol; having friends who are negative influences and who tend to get in trouble; having too much free time and a lack of structure; family problems; difficulties with work or school; and problems in managing anger. Based on our discussions, I have also written in _and_____[these are any secondary domains you have identified from your case formulation, such as mental health symptoms, physical health conditions, and problematic housing]. Also, there are a few blank bubbles. In these, I would like you to write in some things related to your life that are not included, but that you think are important. [Allow the JIC some time to review the chart and write in additional factors.]. OK, great. When you look at the bubbles, which of these areas are most important for you to work on? [If the JIC chooses multiple areas, keep track of them, and then ask:] If you had to choose one, which one would you say is most important? OK, why did you pick___?" [Reinforce change talk, and explore how making changes in the life area would be consistent with the JIC's values.]

**FORM 7.1 Life Areas That Put Me at Risk**

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# Introducing the Agenda or Focus

Important: Keep it Brief

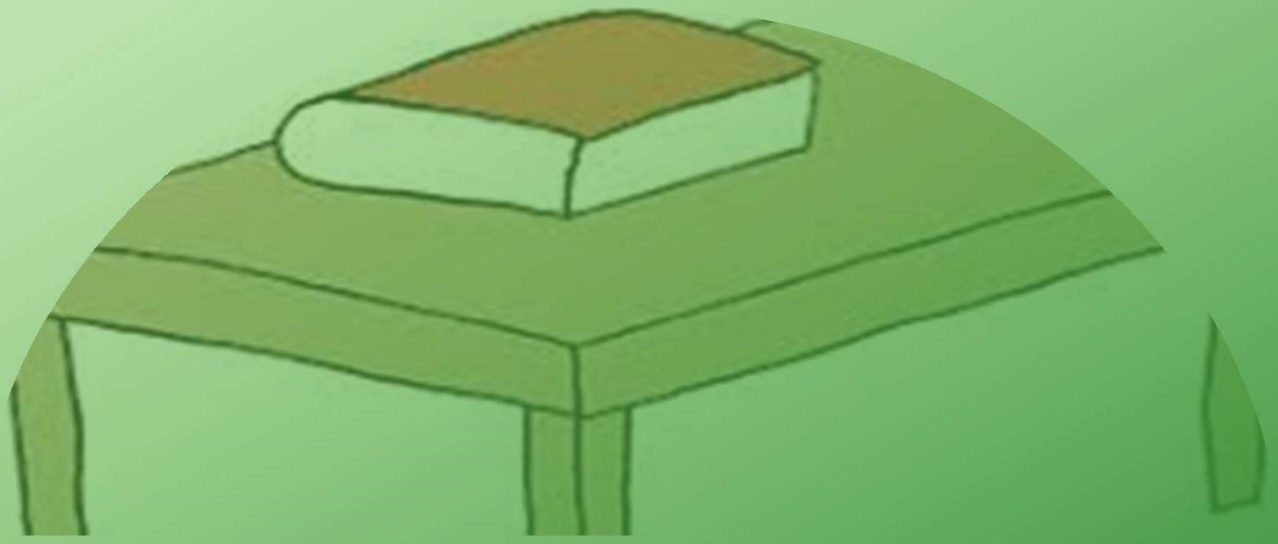
"Hi Jackie. Good to see you. Thanks for coming on time.

"First, I would like to check in on anything significant that has happened since I saw you last."

"Then, I would like to touch base with you about where we left off last time with _____(insert criminal risk domain)."

"The last thing we will do is briefly go over some housekeeping details related to your probation and talk about next steps."

# Focus on a Criminogenic Thinking Pattern
## "Put it on the Table"



* See supplemental handouts for description; See scripts 7.3 and 7.4 in *CBT with Justice-Involved Clients*

# Tips for Focusing on Criminogenic Thinking

Based on previous discussions, direct the conversation to a thinking pattern that you noticed is relevant for the client

In most cases, more than one criminogenic thinking pattern will exist. Resist the temptation to discuss multiple patterns at once. Put the focus on one pattern at a time

Introduce the criminogenic thinking pattern using non-judgmental language (See supplemental handouts for script)

Once the thinking pattern is put on the table, the impact of the pattern on the client's life can be explored in-depth with some key questions (See supplemental handouts for script)

# FOCUSING ON CRIMINOGENIC THINKING PATTERNS

"[JIC's name], we are all guided by our thinking. As we go through life, we develop rules for how we interpret things, see ourselves, and react to others. With years of repetition, much of our thinking becomes automatic and inflexible, and we become much less aware of how some of our most important thinking patterns guide our everyday decisions. Of course, for all of us, our own thinking seems perfectly normal, because we have repeated many of the same thoughts in our heads for years.

"Unfortunately, some of the ways of thinking that people live by can cause problems for them. Part of our work together will involve creating an awareness of some of the thinking patterns that have developed for you. We will also explore the effect these patterns have had on your life. Only you can decide if a thinking pattern is working or not. Would it be OK if I shared with you one pattern I noticed? [When they are asked for permission in this way, JICs usually say "Yes."] One pattern that came up for you is a tendency to . . . " [Describe a specific thinking pattern, using the language provided from Script 7.4. Use some of the following questions to explore the pattern and elicit change talk.]

"Tell me more about this way of thinking and your tendency to_____."

"How has this way of thinking affected your life overall?"

"Looking back over your life, how has this thinking pattern sometimes worked against you?"

"What kinds of things have you lost in your life when you followed this way of thinking [Ask about areas such as relationships, jobs, money, health, freedom, respect, opportunities]?"

"What will keep happening if you continue to follow this way of thinking?"

"What is at stake if you don't change this way of thinking?"

"How does this way of thinking interfere with your value of_____[mention a value the client has previously described as important]?"

"What is a new way of thinking that might work better for your life?"

# DESCRIBING CRIMINOGENIC THINKING PATTERNS TO JICS

The following are suggestions for describing criminogenic thinking patterns to JICs. Try to avoid using the name of a thinking pattern (in bold); instead, highlight the description. The descriptions are meant tobe honest, but nonjudgmental. Feel free to adapt these descriptions to emphasize the part of the thinking pattern that fits best for a particular JIC. Use Script 7.3 to introduce the conversation ("One pattern that came up for you is a tendency to . . . ").

1. **Identifying with antisocial companions:** " . . . believe that you relate best to others who get intotrouble or who have a lifestyle that puts them at risk for getting into trouble."
2. **Disregard for others:** " . . . look out for yourself and not think about how your actions affectothers."
3. **Emotionally disengaged:** " . . . not show your emotions, because you think people will takeadvantage of you or it will make you look weak."
4. **Hostility for criminal justice personnel:** " . . . see all police officers, probation officers, judges,and so forth as enemies."
5. **Grandiosity and entitlement:** " . . . be overly confident; you expect things to go your way and youbecome angry when they don't."
6. **Power and control:** " . . . want to control other people and situations."
7. **Demand for excitement:** " . . . crave doing risky things just for the rush or the thrill, even thoughyou know there are probably going to be bad consequences later."
8. **Exploit:** " . . . look for shortcuts, and have other people take care of things for you, or to use peoplefor your own advantage."
9. **Hostility for law and order:** " . . . view rules as stupid and believe they don't apply to you."
10. **Justifying and minimizing:** " . . . think that even though something is illegal or harmful to others,you have reasons why it's sometimes OK to do it anyway."
11. **Path of least resistance:** " . . . believe that problems will take care of themselves."
12. **Inability to cope:** " . . . get overwhelmed and frustrated and give up when things get hard."
13. **Underestimating:** " . . . not think through the possible negatives that could result from yourdecisions, and then they take you by surprise later."

Questions, Comments, Thoughts…?