Annotated Bibliography

Motivational Interviewing
with a
Criminal Justice
Focus

NIC
National Institute of Corrections

Motivational Interviewing Annotated Bibliography

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Contents

Introduction

Motivational Interviewing (MI) was introduced to the field of corrections in the 1990s through the Evidence-based Practices Model as a method for enhancing intrinsic motivation. Since that time, agencies throughout the U.S., in all criminal justice settings, have—to a greater or lesser degree—explored if, when, and how to implement this approach to communicating, building rapport, and tapping into the internal motivation of the clients and staff members they work with.

This annotated bibliography contains the written resources pertaining specifically to the criminal justice field. In addition, certain documents considered seminal to the training, implementation, evaluation, coaching, and quality assurance of MI skills are included.

We are confident you can obtain these resources either through the Internet, the NIC Information Center, the authors, or by ordering them. We invite contributions to this list, as well as additions submitted material to the NIC Library, such as articles and training resources.

Criminal Justice Populations – General

Motivational Interviewing Webpage! *http://www.motivationalinterviewing.org*, including Motivational Interviewing *bibliography*.

Aldous, Peter. November 2, 2015. "A War on Drugs We Might Actually Win: America is Finally Backing Away from a Failed Policy of Mass Incarceration."
> A better approach treats substance abuse as a mental health problem, not a crime wave. . *http://www.buzzfeed.com/peteraldhous/this-new-war-on-drugs-is-one-we-might-actually-win*

Association of Paroling Authories International. "Using the Parole Interview to Encourage Offender Motivation to Change." APAI, 2014.
> This Action Guide is designed to provide information and tools to help paroling authorities improve and strengthen their practice with respect to using the parole interview to encourage an offender's motivation to change. *http://nationalparoleresourcecenter.org/using-the-parole-interview-to-encourage-offender-motivation-to-change*

Bogue, Bradford M., and Anjali Nandi. *Exercises for Developing MI Skills in Corrections*. Washington, DC: National Institute of Corrections, 2012.
> This is the second in a set of two resource manuals for supporting the initial implementation of motivational interviewing in correctional settings. This publication presents "scenarios that agents commonly encounter in their efforts to monitor and reinforce court/parole/institutional conditions and address clients' central eight criminogenic needs." *http://nicic.gov/Library/025557*

Bogue, Bradford M., and Anjali Nandi. *Motivational Interviewing in Corrections: A Comprehensive Guide to Implementing MI in Corrections*. Washington, DC: National Institute of Corrections, 2012.
> This guide explains how to implement motivational interviewing (MI) in correctional settings. Motivational Interviewing is a counseling technique that enables people to get beyond their reluctance to change problem behaviors. MI is directive (focused on goals), client-centered, and non-confrontational. The first four chapters of this guide "address background and fundamental issues related to agency or systemwide implementation of MI ... [while the last two chapters] address agency issues, such as organizational norms, mental models, and leadership styles that can significantly affect the success of MI implementation" (p. 5). These chapters are: what MI is; how MI is learned; supervising and coaching to support implementation; assessing motivational interviewing skills; and planning to help individuals develop MI skills in a correctional setting. A glossary is also included. *http://nicic.gov/Library/025556*

Clark, Michael D. "Entering the Business of Behavior Change: Motivational Interviewing for Probation Staff." *Perspectives* 30, no. 1 (2006): 38-45. [Part One].
> This article begins a two-part series on increasing motivation with involuntary clients, focusing on mandated offenders placed under probation supervision by court orders. In our own field of criminal justice, evidence-based practice as outlined by criminologists has recommended that justice staff be responsive to motivational issues with offenders (Andrews & Bonta, 2003). This series attempts to lend substance to that recommendation with suggestions for direct practice application.

Clark, Michael D., Scott Walters, Ray Gingerich, and Melissa Metzler. "Importance, Confidence and Readiness to Change: Motivational Interviewing for Probation and Parole." *Perspectives* 30, no. 3 (2006): 36-45. [Part Two].
> This article completes a two-part series on increasing motivation with involuntary clients, focusing on mandated offenders placed under probation supervision by court orders.

Clark, Michael D. "Influencing Positive Behavior Change: Increasing the Therapeutic Approach of Juvenile Courts." *Federal Probation* 65, no. 1 (2001): 18-27.
> This article examines the ingredients for human behavioral change. Four common factors appear to be present in all effective treatment models. These transtheoretical factors are: client factors; relationship factors; hope and expectancy; and model and technique. When these factors are taken into account, the following practice implications arise: all probation staff can increase their therapeutic approach; require balance and sensibility; provide new learning opportunities for the youth; become change-focused; and build an alliance.

Clark, Michael D. "Motivational Interviewing for Probation Staff: Increasing the Readiness to Change." *Federal Probation* 69, no. 2 (2005): 22-28. [Part One of a Two Part Series].
> This article begins a two-part series on increasing motivation with "involuntary clients," focusing on mandated offenders placed under probation supervision by court orders. In our own field of criminal justice, evidence-based practice as outlined by criminologists has recommended that justice staff be responsive to motivational issues with offenders (Andrews & Bonta, 2003). This series demonstrates practical ways to respond to that recommendation.

Clark, Michael D., Walters, Scott T., Gingerich, Ray and Mary Meltzer. "Motivational Interviewing for Probation Officers: Tipping the Balance Towards Change." *Federal Probation* 70, no. 1 (2006): 38-44.
> Motivational Interviewing aligns with evidence-based practice. It can help the officer get "back into the game." MI will change who does the talking and will help prepare the client for change. This article will suggest several benefits from the importation of Motivational Interviewing into probation practice. This article gives eight reasons to consider the MI approach to working with justice-involved individuals.
> *http://www.uscourts.gov/uscourts/FederalCourts/PPS/Fedprob/2006-06/interviewing.html*

Ginsburg, Joel, I. D., Ruth E. Mann, Frederick Rotgers, and John R. Weekes. "Motivational Interviewing with Criminal Justice Populations." In *Motivational interviewing: Preparing People for Change* (2nd ed), edited by William R. Miller and Steven Rollnick, 333-346. New York: Guilford Press, 2002. *http://addiction.persiangig.com/document/Motivational%20Interviewing.pdf*

> The use of motivational interviewing (MI) to keep offenders wanting to be involved in programs that help them to stop their criminal behavior is explained. Sections of this chapter following an introduction are: motivational issues in criminal justice settings—motivation and the criminal justice culture, self-determination theory and the culture, motivation and treatment uptake, and motivation and treatment progress; motivational interviewing with offenders—MI with sexual offenders and MI with offenders with substance abuse problems; MI as a treatment adjunct; possible drawbacks to using motivational interviewing with criminal justice populations; and conclusion.

IMPACT (Innovation Means Prisons and Communities Together) (Cheshire, England). *Motivational Interviewing Training Manual*, 2002. *https://www.courts.state.co.us/userfiles/file/Administration/Planning_and_Analysis/JessicaJ%20Folder/%232%20-%20MI%20-%20Stages%20of%20Change.pdf*

> Information about Motivational Interviewing (MI) and its use is given. The "underlying power of the motivational interviewing technique is that the offender talks themselves [sic] into changing the behavior rather than having it suggested or advised by someone else" (p. 8). Sections of this manual are: the use of MI in the criminal justice system; what motivation is; why motivation is important to offender rehabilitation; Maslow's Hierarchy of Needs; the Cycle of Change; what MI is; how MI works; and principles of best practice.

Juvenile Justice System Enhancement Strategy. *Motivational Interviewing Implementation and Practice Manual*, Pennsylvania Juvenile Court Judges' Commission (and other State agencies), 2015. *http://www.jcjc.pa.gov/Publications/Documents/Motivational%20Interviewing%20Manual.pdf*

> Includes MI training protocol, coding and coaching of interviews, discussion of sustainability, and sample release forms, policies, exercises, coding sheets, and MI resources.

Kear-Colwell, Jon, and Philip Pollock. "Motivation or Confrontation. Which Approach to the Child Sex Offender?" *Criminal Justice and Behavior* 24, no. 1 (1997): 20-33. *http://cjb.sagepub.com/content/24/1/20.abstract*

> Applying Prochaska and DiClimente's stages of change model to understanding the sequence of events necessary for an individual to alter patterns of behavior, this article examines the relative merits and problems of two intervention approaches—confrontational techniques and motivational interventions—to working with child sex offenders.

Matulich, Bill. *How to Do Motivational Interviewing: A Guidebook for Beginners.* *http://www.motivationalinterviewingonline.com/ebook.html*

This concise eBook is designed to provide the information necessary to help clients change their behavior. It includes information on preparing for an MI session, opening a session, the middle of a session, and gaining commitment. It also includes discussion of working with individuals with a mandated agenda, as well as those who are resistant.

McMurran. Mary (Ed.). *Motivating Offenders to Change: A Guide to Enhancing Engagement in Therapy*. Chichester, UK: John Wiley & Sons Ltd., 2002.
https://books.google.com/books?id=HZ8fSSIAJNoC&printsec=frontcover&dq=Motivating+offenders+to+change:+A+guide+to+enhancing+engagement+in+therapy&source=bl&ots=l1lbtW5Z5h&sig=_z8oXemHByhMIn08Mb5Ub17EqZ4&hl=en&ei=lsp_Td2JJYv6sAOy6uD6BQ&sa=X&oi=book_result&ct=result#v=onepage&q&f=false
> This book discusses the importance of, and ways to, enhance offender motivation and engagement in treatment as a means to help facilitate recidivism reduction. Partial article available.

Miller, William R. "Pros and Cons: Reflections on Motivational Interviewing in Correctional Settings." *Motivational Interviewing Newsletter for Trainers* 6, no. 1 (1999): 2-3.
http://motivationalinterview.net/clinical/prosandcons.htm
> In this short article, the author comments on the spread of motivational interviewing from the addictions field into corrections, pointing out the perception of 'the clients' in the addictions field was once similar to how "criminals" are regarded today.
> *http://motivationalinterview.net/clinical/prosandcons.ht*

Miller, William R. and Stephen Rollnick. *Motivational Interviewing, Third Edition: Helping People Change*. New York: The Guilford Press, 2013.
> This bestselling work for professionals and students is the authoritative presentation of motivational interviewing (MI), the powerful approach to facilitating change. The book elucidates the four processes of MI--engaging, focusing, evoking, and planning--and vividly demonstrates what they look like in action. A wealth of vignettes and interview examples illustrate the "dos and don'ts" of successful implementation in diverse contexts.
> New to This Edition:
> * Reflects major advances in understanding and teaching MI.
> * Fully restructured around the new four-process model.
> * Additional case examples and counseling situations.
> * Reviews the growing evidence base and covers ways to assess MI fidelity. [FROM AMAZON]

Miller, William R. and Stephen Rollnick. "Ten Things that Motivational Interviewing is Not." *Behavioural and Cognitive Psychotherapy* 37, no. 2 (2009): 129-140. *http://nicic.gov/Library/025182*

> The authors try to clean away 26 years of accumulated misgivings from what motivational interviewing entails. The ten things MI is not are: the transtheoretical model of change; a way of tricking people into doing what you want them to do; a techniques; decisional balance; assessment feedback; cognitive-behavioral therapy; client-centered therapy; easy to learn; practice as usual; and a panacea (p. 129).

———. "Motivational Interviewing in the Treatment of Sexual Abusers: An Introduction." *Association for the Treatment of Sexual Abuser(ATSA)* Vol. XXIII, no. 3 (2011): 12.

> This article is very good introduction to the use of motivational interviewing (MI), 'a person-centered approach in which the practitioner uses a guiding style to enable the client to build and strengthen his or her own motivation for change,' with sex offenders. In fact, you can use this as a quick primer on MI. Topics discussed include: style and spirit; good listening; ambivalence; four principles; basic skills; recognizing and reinforcing change talk; commitment talk; providing feedback; and concluding remarks.

National GAINS Center. "Motivational Interviewing," 2011. *http://gainscenter.samhsa.gov/pdfs/ebp/Motivational_Interviewing2011.pdf*

> This overview of motivational interviewing (MI) explains: its aims 'to increase a person's motivation for behavior change and to strengthen that commitment to change' (p. 1); the four principles that guide it; measures of assessment; the evidence base it draws upon; and implications for its use. The observation is made that no studies about its use with mentally ill individuals involved with the criminal justice system have yet been published.

Rosengren, David B. *Building Motivational Interviewing Skills: A Practitioner Workbook: Applications of Motivational Interviewing*. New York: The Guilford Press, 2009. *http://books.google.com/books?id=R_TEGNa35eIC&printsec=frontcover#v=onepage&q&f=false*

> This manual is meant for practitioners across a variety of intervention and professional spectrums. Although I use the conventions of "practitioner" and "client" for convenience, this manual would be equally applicable for corrections workers, paraprofessionals, peer counselors, as well as a host of other working in helping situations…. Each chapter provides an overview of concepts to which a trainee would be exposed to if he or she took" a standard MI workshop. This manual contains numerous worksheets and exercises useful for training, coaching, and applying motivational interviewing.

Sedgwick County, Wisconsin Department of Corrections. *Motivational Interviewing Desk Reference*, 2008.*http://www.sedgwickcounty.org/corrections/Motivational%20Interviewing/Motivational%20Interviewing%20Desk%20REFERENCE%20Guide.pdf*

This document explains the use of OARS (open-ended questions, affirmations, reflective listening, and summarizing) in motivational interviewing. Each part of OARS is described with related examples. Other topics covered include: change statements; DEARS (develop discrepancy, empathize, avoid arguments, roll with resistance, and support self-efficacy)-- used for ambivalence; various related motivational strategies—develop discrepancies, owning problems, life goals, giving praise and supporting self-efficacy, asking for a decision, and what to do if no decision is made; and appropriate motivational strategies for each stage of change—pre-contemplation, preparation, action, maintenance, and relapse

Wagner, Christopher C., and Karen S. Ingersoll. *Motivational Interviewing in Groups*. New York: Guilford Press, 2013.

"This book adapts the evidence-based practice of individual MI [motivational interviewing] to group format by integrating MI and core group therapy concepts into coherent MI groups" (p. 5). This book is divided into three parts. Part One includes an introduction and chapters about therapeutic groups, overview of MI, blending MI and group practice, and the evidence base for MI groups. Chapters comprising part Two are: designing MI groups; implementing MI groups; shaping group conversations; and the four phases of MI group practice—engaging the group, exploring perspectives, broadening perceptions, and moving into action. Part Three provides various strategies for applying MI groups, such as for mandated substance abuse and addiction, female empowerment groups, daily diagnosed patients, chronic health, weight management, intimate partner violence, aggressive sexual behaviors, and adolescents and emerging adults.

Walters, Scott T., Michael D. Clark, Ray Gingerich, Melissa L. Meltzer, and National Institute of Corrections (Washington, DC). *Motivating Offenders to Change: A Guide for Probation and Parole*, 2007. *http://nicic.gov/library/022253*

This publication "provides probation and parole officers and other correctional professionals with both a solid grounding in the principles behind MI [motivational interviewing] and a practical guide for applying these principles in their everyday dealings with offenders" (p.2). Seven chapters are contained in this guide: how MI fits in with evidence-based practice; how and why people change; the motivational interviewing style; preparing for change; building motivation for change; navigating through tough times--working with deception, violations, and sanctions; and from start to finish--putting MI into practice.

Training Resources

Alexander, Melissa A., Scott W. VanBenschoten, and Scott T. Walters. "Motivational Interviewing Training in Criminal Justice: Development of a Model Plan." *Federal Probation* 72, no. 2 (2008): 61-66. *http://nicic.gov/Library/025045*

> The utilization of motivational interviewing (MI) by probation officers is explained. MI "is a communication style that involves strategic use of questions and statements to help clients find their own reasons for change" (p. 61). Topics discussed include: evidence-based practice; role of the probation officer; MI in criminal justice; the eight stages of learning motivational interviewing; MI training—a model plan; and future directions.

Allen, Jamie. "National Jail Exchange." *National Institute of Corrections*. May 27, 2011. *http://community.nicic.gov/blogs/national_jail_exchange/archive/2011/05/27/change-talk-using-motivational-interviewing-techniques-in-jail-programs.aspx*

> Louisville Metro Department of Corrections (LMDC) recently embarked upon a journey to change its program model to incorporate evidence-based practices and knowledge of "what works" nationally in the field of corrections. For years, our program model has included educational instruction and testing, substance abuse treatment, life skills courses, and spiritual groups. Each of these programs is essential for helping our inmates move beyond a criminal lifestyle, but experience has shown us that curriculum alone isn't enough. The most valuable tool in our toolbox is the ability to plant the seed that changes offenders' behavior and thinking about committing crime. To truly engage offenders in the process of self-change, Louisville Metro is taking advantage of a communications tool known as Motivational Interviewing (MI).

BECCI Manual for Coding Behviour Change Counselling, University of Wales, College of Medicine, 2002. *http://motivationalinterviewing.org/sites/default/files/BECCIManual.pdf*.

> The BECCI was constructed as an initial effort to measure the skills involved in behaviour change counselling. Our goal was to help the trainer as well as the researcher. Hence the small number of items on the checklist, designed to help trainers evaluate skills acquired in training by examining recordings of consultations. It might even be used in training itself, as a springboard for discussion and practice.
> BECCI – Criminal Justice, *http://motivationalinterviewing.org/content/becci-cj*

Doran, Neal, Hohman, Mindy. and Igor Koutsenok. "Linking Basic and Advanced Motivational Interviewing Training Outcomes for Juvenile Correctional Staff in California," *Journal of Psychoactive Drugs* 43, no. 1 (2011): 19-26. *http://dx.doi.org/10.1080/02791072.2011.601986*

> Motivational interviewing (MI) is an evidence-based communication method that can be effective in engaging incarcerated juveniles in substance abuse programming and other treatment services. However, MI can be difficult to learn and often requires several training exposures for skill change. Few studies have examined MI training outcomes over time. This study reports outcomes for 222 juvenile corrections workers trained in MI in a three-day

introductory and two-day advanced training. Those who attended their second training within nine months of the first training were more likely to score in the proficiency range. [JOURNAL ABSTRACT]

Hettema, Jennifer, and Denise Hall. *Promoting Responsivity in Community Corrections: A Motivational Interviewing Training Curriculum*. Transfer Innovations, LLC., 2012. Available for Purchase here: *http://transferinnovations.com/*

> This training curriculum was developed by MI experts in collaboration with frontline community corrections staff to include:
> - 24 interactive, skill-building modules
> - An evidence-based combination of facilitator guided and peer learning formats
> - Comprehensive Facilitator Guide with relevant background material and step-by-step instructions
> - Corresponding PowerPoint presentation with more than two hours of embedded video demonstrating key techniques and strategies
> - Detailed Participant Workbooks to promote ongoing learning
> - Flexible curriculum implementation options to accommodate different community corrections settings
> - Expansive appendix that includes sample forms, guidelines for administration, and implementation protocols.

Hussey, Jonathan, and Jo Richardson. *Victim Awareness Workbook*. Bennion Kearny Limited (Birmingham, England), 2013. *https://www.justice.gov.uk/downloads/youth-justice/effective-practice-library/essex-victim-awareness-workbook.pdf*

> The purpose of this workbook is to give the facilitator of any exercise an easy-to-follow structure to work from – with the client – to help build a basic level of victim awareness and empathy. In order to build victim awareness and empathy in the client, this workbook Is specifically designed to help the client consider the consequences of their actions and the impact it has on others" (p. 1). The text is divided into two sections. Section 1: cognitive behavioral therapy (CBT); the cycle of change; the "ripple effect"; what cognitive distortions are and how to recognize them; what motivational interviewing (MI) is; how to do MI; what learning styles are and what are the factors to consider for each style; and victimology and the wider use of victim awareness. Section 2: the questionnaire; the initial questionnaire; twelve exercises—the My Trigger Triangle, perspective taking, what a victim is, direct and indirect victims, effects of crime on different people, my offence, the ripple effect, Broken Windows, the offender as the victim, the letter, the "What If" Flowchart, and the Round Up; and a repeat of the questionnaire.

Kruszynski, Ric, Paul M. Kubek, Deborah Myers, and Jeremy Evenden. "MI Reminder Card (Am I Doing This Right?)." Center for Evidence-Based Practices at Case Western Reserve University, 2012. *http://www.centerforebp.case.edu/client-files/pdf/miremindercard.pdf*

Use the 11 questions on this card to build self-awareness about your attitudes, thoughts, and communication style as you conduct your work. Keep your attention centered on the people you serve. Encourage their motivation to change.

Leary, Joan. Using Motivational Interviewing with Juvenile Offenders. PowerPoint Presentation, National TASC Conference, May 7, 2014. *http://nationaltasc.org/2014-annual-conference/2014-conference-presentations/*

Madson, Michael B., et al. "Training MI Interventionists across Disciplines: A Descriptive Project." *Motivational Interviewing Training, Research, Implementation, Practice(MITRIP) 1, no. 4(*2014). *http://www.mitrip.org/ojs/index.php/mitrip/article/view/29*
> Motivational Interviewing (MI) is a counseling approach that is versatile and can be applied in many professional settings. Therefore, teaching MI skills to multidisciplinary groups simultaneously has the potential to be quite beneficial for strengthening the MI skills of different groups. This paper describes a project in which professionals and students from psychology and nutrition/ dietetics were trained in MI in an attempt to bolster both groups' ability to implement MI as part of a larger health intervention project. Specifically, we outline the common themes that emerged among the trainees' experiences. Implementing a multidisciplinary training program in which trainees use their expertise and contribute to the training process appeared to have created a rich learning environment.

Miller, William R. and Stephen Rollnick. *Motivational Interviewing, Third Edition: Helping People Change*. New York: The Guilford Press, 2013.
> This bestselling work for professionals and students is the authoritative presentation of motivational interviewing (MI), the powerful approach to facilitating change. The book elucidates the four processes of MI--engaging, focusing, evoking, and planning--and vividly demonstrates what they look like in action. New to This Edition:
> * Reflects major advances in understanding and teaching MI.
> * Fully restructured around the new four-process model.
> * Additional case examples and counseling situations.
> * Reviews the growing evidence base and covers ways to assess MI fidelity.

National Institute of Corrections. "Overview of Motivational Interviewing," *http://nic.learn.com/learncenter.asp?id=178409*
> This is an online training course designed to give the learner an overview of motivational interviewing (MI).It is not a skills building course. Once the course is completed you should be able to:
> *describe the purpose of MI as it relates to professional in the field of corrections.
> *recall key terms and definitions associated with MI.
> *identify how motivational interviewing can facilitate change with the offenders.
> *list four general principles of MI
> *recognize four fundamental tools of MI. [FROM COURSE DESCRIPTION]

Nelson, David, and Missouri Dept. of Corrections. Training Academy (Jefferson City, MO). *Motivational Interviewing--Skill Building [Lesson Plan]*, 2009. *http://community.nicic.gov/media/p/18804.aspx*

> This 8-hour course 'will train the staff member on the benefits of MI [motivational interviewing], while presenting its basis in evidence-based practices and its link with integrated case management' (p.1). participants will be able to: demonstrate how to use MI in day-to-day work with offenders through the introduction of a six-step model to build an effective case plan; differentiate between change myths and change facts; practice brief intervention strategies via focus on intentional MI; and emphasize the importance of risk-reduction strategies for introducing interventions to increase compliance with directives.

Research Studies

Anstiss, Brendan, Devon L. L. Polaschek, and Marc Wilson. "A Brief Motivational Interviewing Intervention with Prisoners: When You Lead a Horse to Water, Can it Drink for Itself?" *Psychology, Crime & Law* (2011): 1-22.
https://www.researchgate.net/publication/232942742_A_brief_motivational_interviewing_intervention_with_prisoners_When_you_lead_a_horse_to_water_can_it_drink_for_itself

> This study evaluated the effects of a brief offending-focused motivational interviewing (MI) intervention on reconviction in male prisoners servicing sentences for diverse crimes" in New Zealand (p. 1). Results are given for: effect of MI intervention on recidivism; interactions between the MI intervention and completion of criminogenic programs; validation stage of change ratings; prediction of recidivism outcomes using stage of change and other variables; and stage of change and post-MI referral to criminogenic programs. MI had a considerable impact on recidivism. Those prisoners in the MI intervention hade 21% less reconviction rates and 17% less re-imprisonment rates than non-participants. *http://nicic.gov/Library/025183*

Austin, Kevin P., Mei Wah M. Williams, and Glen Kilgour. "The Effectiveness of Motivational Interviewing with Offenders: An Outcome Evaluation." *New Zealand Journal of Psychology* 40, No. 1 (2011): 55-67.
https://www.researchgate.net/publication/264707679_The_effectiveness_of_Motivational_Interviewing_with_offenders_An_outcome_study

> This research evaluated the effectiveness of an adaptation of motivational interviewing (the Short Motivational Programme) to enhance motivation to change in a high risk offender sample. The Short Motivational Programme (SMP) aimed to increase offenders' motivation to change prior to their release from prison. The results provided preliminary evidence for the effectiveness of SMP to increase the motivation to change of high risk offenders. [AUTHOR ABSTRACT].

Miller, William R. and Kathy A. Mount. "A Small Study of Training in Motivational Interviewing: Does One Workshop Change Clinician and Client Behavior?" *Behavioural and Cognitive Psychotherapy* 29 (2001): 457-471.
https://www.researchgate.net/publication/231907031_A_Small_Study_of_Training_in_Motivational_Interviewing_Does_One_Workshop_Change_Clinician_and_Client_Behavior

> Professional training in motivational interviewing, as on many other topics, is often delivered via a one-time clinical workshop. To what extent do practitioners actually acquire skillfulness through such training? Twenty-two counselors participated in training, of whom 15 completed a study of changes in practice behavior up to 4 months after a motivational interviewing workshop. While practice behavior changed to a statistically significant extent, the effect of training was apparently not large enough to make a difference in client response.

Clair-Michaud, et al. "The Impact of Motivational Interviewing on Delinquent Behaviors in Incarcerated Adolescents." *Journal of Substance Abuse Treatment* (2015). *http://www.ncbi.nlm.nih.gov/pubmed/26517954*

> The impact of Motivational Interviewing (MI) on risky behaviors of incarcerated adolescents and adults has been investigated with promising results. Findings suggest that MI reduces substance use, improves motivation and confidence to reduce use, and decreases risky behaviors. The current study investigated the impact of MI on general, alcohol-related, and marijuana-related delinquent behaviors in incarcerated adolescents. Participants in the study were incarcerated adolescents in a state correctional facility in the Northeast region and were assessed as part of a larger randomized clinical trial. Adolescents were randomly assigned to receive MI or relaxation therapy (RT) (N=189) treatment. Delinquent behaviors and depressive symptomatology were measured using the Delinquent Activities Scale (DAS; Reavy, Stein, Paiva, Quina, & Rossi, 2012) and the Center for Epidemiological Studies-Depression scale (CES-D; Radloff, 1991) respectively. Findings indicate that depression moderated treatment effects. Compared to RT, MI was better at reducing predatory aggression and alcohol-related predatory aggression 3 months post-release when depressive symptoms were low. Identifying an efficacious treatment for these adolescents may benefit society in that it may decrease crimes against persons (i.e., predatory aggression) post release.

Clair, Mary, L.A.R. Stein, Shayna Soenksen, Rosemarie A. Martin, Rebecca Lebeau, and Charles Golembeske. "Ethnicity as a Moderator of Motivational Interviewing for Incarcerated Adolescents after Release." *Substance Abuse Treatment* 45, no. 4 (2013): 370-5. *http://www.ncbi.nlm.nih.gov/pubmed/23810265*

> Motivational interviewing (MI) has been found to be an effective treatment for substance using populations, including incarcerated adolescents. Although some studies suggest MI is more successful with individuals from minority backgrounds, the research remains mixed. The current study investigated the impact of ethnicity on treatment in reducing alcohol and marijuana use among incarcerated adolescents. Adolescents (14-19 years of age) were recruited from a state juvenile correctional facility and randomly assigned to receive MI or relaxation therapy (RT) (N=147; 48 White, 51 Hispanic, and 48 African American; 126 male; 21 female). Interviews were conducted at admission to the facility and 3 months after release. Results suggest that the effects of MI on treatment outcomes are moderated by ethnicity. Hispanic adolescents who received MI significantly decreased total number of drinks on heavy drinking days (NDHD) and percentage of heavy drinking days (PHDD) as compared to Hispanic adolescents who received RT. These findings suggest that MI is an efficacious treatment for an ethnic minority juvenile justice-involved population in need of evidence-based treatments.

Easton, Caroline, Suzanne Swan, and Rajit Sinha. "Motivation to Change Substance Use Among Offenders of Domestic Violence." *Journal of Substance Abuse Treatment* 19 (July 2000): 1-5. *http://people.cas.sc.edu/swansc/Easton00MotivationtochangesubstanceuseamongDVoffenders.pdf*

> Substance use alone leads to increased rates of violence, reduction in adherence to treatment regimes, and other negative psychiatric sequelae. Given the high rates of co-

occurring substance use and family violence-related problems, substance use was assessed among offenders of domestic violence who were mandated by court to attend anger management classes. Rates of substance dependence diagnoses ranged from 33 to 50%, while rates of substance abuse diagnoses ranged from 60 to 75%. This study evaluated the effectiveness of a motivational enhancement intervention on readiness to change substance use. Results indicate that a motivational enhancement intervention is feasible and effective in increasing readiness to change substance use among domestic violence offenders.

Forsberg, Lars., Denise Ernst, and Carl K. Farbring. "Learning Motivational Interviewing in a Real-Life Setting: A Randomised Controlled Trial in the Swedish Prison Service." *Criminal Behaviour & Mental Health* 21, no. 3 (2011): 177-188. *http://www.ncbi.nlm.nih.gov/pubmed/21706526*

> Motivational interviewing (MI) is a client-centered, directive counseling style for helping people to explore and resolve ambivalence about behaviour change and shown to decrease drug and alcohol use. A five-session semi-structured MI intervention [Beteende, Samtal, Förändring (BSF; Behaviour, Counselling, Change)] was implemented in Swedish prisons. To examine whether, in a real-life implementation of semi-structured MI, staff receiving ongoing MI training, based on audio-recorded feedback in peer groups (BSF+), possess greater MI skill compared with staff receiving workshop-only MI training (BSF), and staff conducting usual prison planning interviews (UPI). Prisoners were randomised to one of the three interventions. Overall, staff were rated as not having achieved beginning proficiency. Our findings suggest that staff delivering motivational interviewing programmes for substance-misusing prisoners in Sweden are not being given sufficient training for the task.

Harper, R., and S. Hardy. "An Evaluation of Motivational Interviewing as a Method of Intervention with Clients in a Probation Setting." *British Journal of Social Work* 30(2000): 393-400. *http://connection.ebscohost.com/c/articles/4234192/evaluation-motivational-interviewing-as-method-intervention-clients-probation-setting*

> This article describes the quantitative part of a research project undertaken within Middlesex Probation Service to evaluate the introduction of motivational interviewing as a technique to aid probation officers in their assessment and supervision of offenders who misuse alcohol and drugs. Results suggest that, irrespective of stratification, all offenders indicated an improvement in their questionnaire scores during their contact with the probation service.

Hartzler, Bryan and Erin N. Espinosa. "Moving Criminal Justice Organizations Toward Adoption of Evidence-Based Practice via Workshop Training in Motivational Interviewing: A Research Note." *Criminal Justice Policy Review* 22, no. 2 (2011): 235-253. *http://cjp.sagepub.com/content/22/2/235.short*

> The National Institute of Corrections urges use of motivational interviewing (MI) techniques by its workforce, and it is incumbent on criminal justice organizations to find effective methods of personnel training in this evidence-based practice. The current study evaluates impact of a 2-day, advanced MI workshop on personnel skills. Results indicated

robust and reliable skill improvements across cohorts and skill domains, with nearly 80% of trainees attaining a proficiency criterion upon leaving the workshop.

Hohman, Melinda, Neal Doran, and Igor Koutsenok. "Motivational Interviewing Training for Juvenile Correctional Staff in California: One Year Initial Study." *Journal of Offender Rehabilitation* 48, no. 7 (2009): 635-48.
http://www.tandfonline.com/doi/abs/10.1080/10509670903196108?journalCode=wjor20
> This study reports initial results of a program designed to train California corrections staff (n = 576) in motivational interviewing (MI), a method of communication that is based on a client-centered, collaborative style. After three days of training, participants made significant gains in terms of knowledge of MI principles and reflective listening skills.

Kennealy, Patrick J., Jennifer L. Skeem, and Sarah M. Manchak. "Firm, Fair, and Caring Officer-Offender Relationships Protect Against Supervision Failure." *Law and Human Behavior* 36, no. 6 (2012): 496–505. *http://www.ncbi.nlm.nih.gov/pubmed/22229258*
> A growing body of research suggests that high quality dual role relationships between community corrections officers and offenders reduce risk of recidivism. This study assesses whether this finding generalizes from offenders with mental illness to their relatively healthy counterparts. More importantly, this study tests the possibility that this finding is spurious, reflecting the influence of pre-existing offender characteristics more than a promising principle of practice. In this study of 109 parolees without mental illness, the authors found that (a) firm, fair, and caring relationships protect against rearrest, and (b) do so even after accounting for offenders' pre-existing personality traits and risk for recidivism. These findings are consistent with the theoretical notion that good dual role relationships are an essential element of core correctional practice, even (or particularly) for difficult or high risk offenders.

Manchak, Sarah M., Patrick J. Kennealy, and Jennifer J. Skeem. "Officer-Offender Relationship Quality Matters: Supervision Process as Evidence-based Practice." *Perspectives* 38, no. 2 (2014). *http://risk-resilience.berkeley.edu/publications-and-journals/perspectives-journal-american-probation-and-parole-association*
> To improve public safety and offender outcomes, correctional practitioners must focus not only on what they do in supervision (or "technique"), but also on how they do it (or "process"). In this article, we (a) differentiate technique from process, (b) describe what high quality relationships are in community supervision and then (c) present evidence on the power of relationship quality to protect against recidivism. We conclude by offering concrete implications for practice.

Kinlock, Timothy W., Emily A. Sear, Kevin E. O'Grady, Jason M. Callaman, and Barry S. Brown. "Treatment Retention and Change in Motivation Among Drug Court Probationers." *Journal of Offender Rehabilitation* 48 (2009): 1-18. *http://eric.ed.gov/?id=EJ863283*
> This study examined whether Motivational Interviewing (MI), found effective with voluntary entrants to drug treatment, would improve intrinsic motivation and treatment

retention among drug court probationers. Probationers were randomly assigned to receive either a two-session MI intervention or a two-session Drug Education (DE) intervention preceding drug-free outpatient counseling. Participants who received MI (n = 72) did not differ from participants who received DE (n = 68) nor from participants who did not attend either MI or DE sessions (n = 56) on changes in motivation during the first month of treatment or in treatment retention. Baseline motivation was inversely related to time in treatment; however, motivation after one month of treatment, and change in motivation from baseline to one month, were independently and positively related to treatment retention.

Kistenmacher, Barbara R., and Robert L. Weiss. "Motivational Interviewing as a Mechanism for Change in Men Who Batter: A Randomized Controlled Trial." *Violence and Victims* 23, no. 5 (2008): 558–570.
https://www.researchgate.net/publication/23426649_Motivational_Interviewing_as_a_Mechanism_for_Change_in_Men_Who_Batter_A_Randomized_Controlled_Trial
> The present study reports on the potential effectiveness of motivational interviewing (MI) in changing the way batterers think about their violent behavior. Thirty-three domestic violence offenders who were court-mandated to treatment were randomly assigned to MI or a control condition before attending their first mandated treatment group. Consistent with predictions, the MI group demonstrated generally more improvement on stages of change subscales than the control group. Further, the MI group demonstrated a significantly greater decrease in the extent to which they blamed their violence on external factors. Current data indicate that MI has the potential to increase batterers' motivation to change, although validation trials with larger sample sizes and more refined measures are required.

Martino, Steve, *et al*. "Teaching Community Program Clinicians Motivational Interviewing Using Expert Train-the-Trainer Strategies." *Addiction* 106, no. 2 (2011): 428-441.
http://www.ncbi.nlm.nih.gov/pubmed/20925684
> The effectiveness of expert-led (EX) and train-the-trainer (TT) strategies was compared to a self-study approach (SS) for teaching clinicians motivational interviewing (MI). Twelve community treatment programs were assigned randomly to the three conditions. EX and TT conditions used skill-building workshops and three monthly supervision sessions guided by treatment integrity ratings, performance feedback and coaching techniques. The study found EX and TT, in comparison to SS, improved clinicians' adherence and competence significantly, with higher percentages of clinicians reaching clinical trial standards of MI performance and few differences between EX and TT. This study supports the combined use of workshops and supervision to teach community program clinicians MI and suggests the train-the-trainer approach may be a feasible and effective strategy for disseminating empirically supported treatments.

McMurran, Mary. "Motivational Interviewing with Offenders: A Systematic Review." *Legal & Criminological Psychology* 14, no. 1 (February 2009): 83–100.
https://www.ncjrs.gov/App/publications/Abstract.aspx?id=248387

Purpose. Offender motivation is one specific responsivity variable in offender treatment and motivational interviewing (MI) is commonly used by corrections personnel. Although evidence for the effectiveness of motivational interviewing is accruing overall, a review of MI specifically with offender populations is required. Method. Relevant databases and websites were searched using terms relating to MI with offenders. Results. In total, 13 published studies and 6 dissertation abstracts were identified. MI is most evaluated in relation to substance misusing offenders (N = 10). Other applications are with domestic violence offenders (N 1/4 3), drink-drivers (N = 5), and general offending (N = 1). In these populations, MI is used to enhance retention and engagement in treatment, improve motivation for change, and change behaviour. Conclusions. MI can l ead to improved retention in treatment, enhanced motivation to change, and reduced offending, although there are variations across studies. To advance the study of MI with offenders, a theory of change needs to be articulated on which testable hypotheses may be based. The integrity of treatment in its application needs to be assured. Based on these foundations, more outcome research is needed to examine who responds to what type of MI in relation to treatment retention, readiness to change, and reconviction.

Miller, William R., Carolyn E. Yahne, Theresa B. Moyers, J. Martinez, and M. Pirritano. "A Randomized Trial of Methods to Help Clinicians Learn Motivational Interviewing." *Journal of Consulting and Clinical Psychology* 72 (2004): 1050-1062.
http://www.ncbi.nlm.nih.gov/pubmed/15612851

> The Evaluating Methods for Motivational Enhancement Education trial evaluated methods for earning motivational interviewing (MI). Licensed substance abuse professionals (N = 140) were randomized to 5 training conditions: (a) clinical workshop only; (b) workshop plus practice feedback; (c) workshop plus individual coaching sessions; (d) workshop, feedback, and coaching; or (e) a waiting list control group of self-guided training. Relative to controls, the 4 trained groups showed larger gains in proficiency. Coaching and/or feedback also increased post-training proficiency.

Owens, Mandy D., and Barbara S. McCrady. "A Pilot Study of a Brief Motivational Intervention for Incarcerated Drinkers." *Journal of Substance Abuse Treatment* 68 (2016): 1-10.
http://www.ncbi.nlm.nih.gov/pubmed/27431041

> Almost half of convicted jail inmates have an alcohol use disorder and many are released to environments that put them in contact with network members and cues that make them more likely to relapse on alcohol or drugs. Given the high-risk period immediately following release, the purpose of this study was to examine the efficacy of a brief motivational intervention administered just prior to release to increase substance use treatment entry and attendance, decrease alcohol and drug use, and change social networks for inmates with alcohol use disorders. Forty adult male inmates with AUDs were consented into the study and randomized to a motivational intervention or the control condition (an educational intervention), and then were contacted to do a 1-month follow-up interview (62.5% completed this interview). Results indicated that conducting these interventions was feasible and considered extremely helpful by participants. Although there were no

significant group differences, medium to large effect sizes suggest possible benefits from the motivational intervention in decreasing days of alcohol and drug use and increasing abstinence, and reducing the proportion of heavy drug users or users of any kind in the social network. Future studies should replicate these findings in larger sample sizes and over longer follow-up time periods. Results may have implications for the use of brief intervention strategies at jails for inmates with AUDs.

Spohr, Stephanie A, Faye S. Taxman, Mayra Rodriguez, and Scott T. Walter. "Motivational Interviewing Fidelity in a Community Corrections Setting: Treatment Initiation and Subsequent Drug Use." Journal of Substance Abuse Treatment 65 (2016): 20-25. *https://www.researchgate.net/publication/281779928_Motivational_Interviewing_Fidelity_in_a_Community_Corrections_Setting_Treatment_Initiation_and_Subsequent_Drug_Use*

> Introduction: Although substance use is common among people in the U.S. criminal justice system, treatment initiation remains an ongoing problem. This study assessed the reliability and predictive validity of the Motivational Interviewing Treatment Integrity 3.1.1. (MITI) coding instrument in a community corrections sample. Methods: We used data from 80 substance-using clients who were participating in a clinical trial of MI in a probation setting. We analyzed 124 MI counseling sessions using the MITI, a coding system for documenting MI fidelity. Bivariate associations and logistic regression modeling were used to determine if MI-consistent behaviors predicted substance use or treatment initiation at a 2-month follow-up. Results: We found a high level of agreement between coders on behavioral utterance counts. Counselors met at least beginning proficiency on most MITI summary scores. Probationers who initiated treatment at 2-month follow-up had significantly higher ratings of clinician empathy and MI spirit than clients who did not initiate treatment. Other MITI summary scores were not significantly different between clients who had initiated treatment and those who did not. MI spirit and empathy ratings were entered into a forward logistic regression in which MI spirit significantly predicted 2-month treatment initiation ($\chi(2)$ (1)=4.10, p<.05, R(2)=.05) but counselor empathy did not. MITI summary scores did not predict substance use at 2-month follow-up. Conclusions: Counselor MI-consistent relational skills were an important predictor of client treatment initiation. Counselor behaviors such as empathy and MI spirit may be important for developing client rapport with people in a probation setting.

Taxman, Faye S., Scott T. Walters, Lincoln B. Sloas, Jennifer Lerch, and Mayra Rodriguez. "Motivational Tools to Improve Probationer Treatment Outcomes." *Contemporary Clinical Trials* 43(2015): 120-128. *http://www.pubpdf.com/pub/26009023/Motivational-tools-to-improve-probationer-treatment-outcomes*

> Motivational interviewing (MI) is a promising practice to increase motivation, treatment retention, and reducing recidivism among offender populations. Computer-delivered interventions have grown in popularity as a way to change behaviors associated with drug and alcohol use. Motivational Assistance Program to Initiate Treatment (MAPIT) is a three arm, multisite, randomized controlled trial, which examines the impact of Motivational Interviewing (MI), a Motivational Computer Program (MC), and Supervision as Usual (SAU)

on addiction treatment initiation, engagement, and retention. Secondary outcomes include drug/alcohol use, probation progress, recidivism (i.e., criminal behavior) and HIV/AIDS testing and treatment among probationers. Participant characteristics are measured at baseline, 2, and 6months after assignment. The entire study will include 600 offenders, with each site recruiting 300 offenders (Baltimore City, Maryland and Dallas, Texas). All participants will go through standard intake procedures for probation and participate in probation requirements as usual. After standard intake, participants will be recruited and screened for eligibility. The results of this clinical trial will fill a gap in knowledge about ways to motivate probationers to participate in addiction treatment and HIV care. This randomized clinical trial is innovative in the way it examines the use of in-person vs. technological approaches to improve probationer success.

Walters, Scott T., Malissa Cornett, and Amanda M. Vader. "Coding Criminal Justice Interactions with the MITI: Recommendations for Research and Practice." *Motivational Interviewing: Training, Research, Implementation, and Practice (MI Trip)* 1, no. 1 (2012).
http://www.mitrip.org/ojs/index.php/mitrip
> This article describes the coding portion of a study to test the effectiveness of a motivational interviewing (MI) training program for probation officers. We describe some of the challenges with using the Motivational Interview Treatment Integrity (MITI) instrument to code interactions between probation officers and clients. Our team of raters was able to obtain adequate inter-rater reliability on most MITI scales, though reliability ratings on some of the specific behavior counts such as Giving Information, MI Adherent, and MI Non-adherent fell considerably lower than the original MITI norming study. Our results suggest that the MITI is a mostly reliable instrument for coding criminal justice interactions, though there were exceptions to this rule. Based on our experiences, we discuss some of the ways that probation interactions might be different from traditional counseling interactions, and identify some rules of thumb that helped us to code interactions. We end with suggestions for how MITI feedback can be used effectively in training and supervision in criminal justice and other non-traditional settings.

Walters, Scott T. Amanda M. Vader, Norma Nguyen, T. Robert Harris, and Jennifer Eels. "Motivational Interviewing as a Supervision Strategy in Probation: A Randomized Effectiveness Trial." *Journal of Offender Rehabilitation* 49, no. 5 (2010): 309-323.
https://www.ncjrs.gov/App/Publications/abstract.aspx?ID=253350
> This study was designed to evaluate the effect of a modest MI [motivational interviewing] training program on probation officer skill, on client outcome, and the overall relationship between officer skill and client outcome" (p. 318). This training program increased some MI skills that were maintained over six months, had no effect on some key probationer outcomes, and had little relationship between MI practice and offender outcome.

Yong, Abigail Dawn, Mei Wah M. Williams, Hagan Provan, Dave Clarke, and Gordon Sinclair. "How do Offenders Move Through the Stages of Change?" *Psychology, Crime & Law* 21, no. 4 (2015): 375-

397.*https://www.researchgate.net/publication/273960454_How_do_offenders_move_through_the_stages_of_change*

This study sought to investigate the way in which offenders moved through the stages of change. The University of Rhode Island Change Assessment Scale (URICA) was administered to a group of general offenders (N = 371) who participated in the Short Motivational Programme (SMP), a brief motivational interviewing programme administered to medium-risk offenders in New Zealand. The offenders' URICA responses were subjected to a cross-lagged panel analysis using structural equation modelling. Four models specifying different prospective associations between stage engagements were examined. It was hypothesised that there would be support for sequential transitions through the stages as proposed by the Stages of Change model. However, the analysis rendered support for and against sequential transitions, in that offenders regressed to earlier stages or skipped a stage post-SMP. Offenders who skipped to an adjacent stage after the SMP may have actually passed through an intermediary stage during the intervention, and those who regressed to an earlier stage post-SMP may have gained a more realistic awareness of their problem behaviour. This finding also raises questions about the practical utility of the model with offenders and highlights the need for more rigorous studies investigating the way offenders move through the stages of change.

Special Populations

Crowe, Ann H., Tracy G. Mullins, Kimberly A. Cobb, Nathan C. Lowe, and U.S. Dept. of Justice. Office of Juvenile Justice and Delinquency Prevention (Washington, DC). *Underage Drinking: Practice Guidelines for Community Corrections*. OJJDP Juvenile Justice Bulletin, 2012. *http://nicic.gov/library/026654*

> In this bulletin, the authors describe 10 guidelines for community supervision professionals who regularly work with underage drinkers. These guidelines are derived from evidence-based practices. They help professionals develop a plan for screening underage drinkers, determine appropriate responses, create a case plan, and provide treatment' (p. 1). These guidelines are: conduct screening for alcohol problems at first and subsequent contacts between underage drinkers and the justice system; assess the youth's risk and need; assess youth for strengths and assets; assess youth for substance abuse problems; determine the most appropriate system-level response and individual-level intervention(s) and develop an individualized case plan; identify each offender's readiness to change and prompt him or her to make positive changes using motivational interviewing techniques; refer underage drinking offenders with alcohol disorders to appropriate alcohol treatment and monitor their attendance and participation; engage family and social support networks in the supervision process; monitor compliance with supervision conditions and case plan expectations; and apply sanctions for noncompliance when necessary, and increase positive reinforcement.

Garland, Randall J. and Michael J. Dougher. "Motivational Intervention in the Treatment of Sex Offenders." In *Motivational Interviewing. Preparing People to Change Addictive Behavior*, edited by William R. Miller and Stephen Rollnick, 303-313. New York: Guilford Press, 1991.

> Sex offenders present a difficult treatment challenge, and constitute a group for whom motivational interventions are particularly warranted. Although specific treatment goals differ across offenders, the general goals for all offender include giving up a highly reinforcing and typically long-established pattern of behavior. The offender's motivation for change is the most important determinant of treatment outcome, which means that motivation-enhancing strategies are absolutely critical in working with this population. This chapter has outlined various obstacles and intervention strategies for working with offenders at different stages of treatment. [SECTION FROM CHAPTER CONCLUSION]

Mann, Ruth E. and Steven Rollnick. "Motivational Interviewing with a Sex Offender Who Believed he was Innocent." *Behavioural and Cognitive Psychotherapy* 24 (1996): 127-134. *http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=5094552*

> Motivational Interviewing (Miller, 1983; Miller and Rollnick, 1991) is an approach originally developed for problem drinkers but assumed to have wider applications. This paper describes one such application through the case of Mr. D, an imprisoned sex offender who was identified under the procedures of the Prison Service Sex Offender Treatment Programme. A full assessment of his offending suggested that he had made cognitive and

behavioural errors prior to the act of intercourse and so motivational interviewing was employed to help him decide whether or not to participate in the treatment programme.

Murphy, Christopher M. and Victoria A. Baxter. "Motivating Batterers to Change in the Treatment Context." *Journal of Interpersonal Violence* 12, no. 4 (1997): 607-619.
http://eric.ed.gov/?id=EJ560623

> Many treatment programs for domestic abuse perpetrators rely on consistent, direct, and often intense confrontation of defenses. These interventions may unwittingly increase rather than decrease resistance and defensiveness and may reinforce the belief that relationships are based on coercive influence. Supportive strategies are available to increase motivation to change in resistant clients. These techniques rely on a comprehensive model of the change process and match therapist interventions to the client's readiness for change.

Prescott, David S. *Building Motivation for Change in Sexual Offenders.* Safer Society Press (Brandon, VT), 2009.
https://books.google.com/books/about/Building_Motivation_for_Change_in_Sexual.html?id=86iQQAAACAAJ

> The need for therapeutic programming and relations, motivation of clients, and the issues surrounding change for sexual offenders are explained. Chapters contained in this book are: 'Treatment Readiness and Comprehensive Treatment Programming' by Robin J. Wilson; 'Readiness and the Treatment of Sexual Offenders' by Tony Ward, Sharon Casey, and Robyn L. Langlands; 'Getting the Context Right for Sex Offender Treatment' by Ruth E. Mann; 'Using the Good Lives Model to Motivate Sexual Offenders to Participate in Treatment' by Pamela M. Yates; 'A Treatment Approach for Sexual Offenders in Categorical Denial' by Geris A. Serran and Matt D. O'Brien; 'The Rockwood Preparatory Program for Sexual Offenders: Goals and Methods Employed to Achieve Them' by O'Brien, Liam E. Marshall, and William L. Marshall; 'A Hopeful Approach to Motivating Sexual Offenders for Change' by Heather M. Moulden and William L. Marshall; 'Motivational Interviewing in the Treatment of Sexual Abusers' by David S. Prescott; 'Using Motivational Interviewing with Sexual Abusers in Group Treatment' by Prescott and Marilyn Ross; and 'Supervising Clinicians Using Motivational Interviewing' by Prescott.

Prescott, David S. *Creating Willing Partners: Meaningful Engagement of Offenders in Change*. Association for the Treatment of Sexual Abusers, XXIII/1 (2011).
http://www.davidprescott.net/2011WintForum_Prescott.pdf

> This article is excerpted and modified from a chapter forthcoming in Calder, M.C. (2011). Contemporary Practice with Young People Who Sexually Abuse. Lyme Regis, Dorset, UK: Russell House Publishing.

Stein, L A R, Suzanne M. Colby, Nancy P. Barnett, Peter M. Monti, Charles Golembeske, and Rebecca Lebeau-Craven. "Effects of Motivational Interviewing for Incarcerated Adolescents on Driving Under the Influence After Release." *The American Journal on Addictions / American Academy of*

Psychiatrists in Alcoholism and Addictions 15, no. 1 (2006): 50-7.
   http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2754141/
   Motivational Interviewing (MI) to reduce alcohol and marijuana-related driving events
   among incarcerated adolescents was evaluated. Effects were moderated by levels of
   depression. At low levels of depression, MI evidenced lower rates of these behaviors; at high
   levels of depression, effects for MI and RT were equivalent.

Stein, L A R, Rebecca Lebeau, Suzanne M. Colby, Nancy P. Barnett, Charles Golembeske, and Peter M.
Monti. "Motivational Interviewing for Incarcerated Adolescents: Effects of Depressive Symptoms on
Reducing Alcohol and Marijuana Use after Release." *Journal of Studies on Alcohol and Drugs* 72, no. 3
(2011): 497-506. *http://nicic.gov/Library/025180*
   This study evaluates the efficacy of MI [motivational interviewing] versus RT [relaxation
   training] in reducing substance use outcomes for incarcerated adolescents and examines
   the role of depressive symptoms in moderating outcomes." While MI is shown to be
   effective in reducing the use of alcohol in adolescents with low and high levels of depression
   and marijuana use in individuals with low levels of depression, it appears RT is better suited
   to marijuana-involved adolescents with high depressive symptoms.

The EBP Project for Implementation Capacity (EPIC)

Bogue, Brad. *EBP: The Implications of Supervision: Strategies for Improving Corrections' Capacity for Implementing EBPs: The Colorado EBP Project for Implementation Capacity (EPIC) Staff Development System*. APPA *Perspectives* 36, no. 3 (2012): 46-63. *http://nicic.gov/library/026830*

> "EPIC is a pilot demonstration project to test the efficacy of implementation strategies, especially ones for improving corrections' capacity for implementing EBPs. This project emphasizes building capacity to implement by focusing on developing a certain set of skills within a select set of staff in 17 different corrections organizations. The skills emphasized are offender assessment, cognitive behavioral treatment (CBT) coaching and MI. MI was selected as the primary innovation and EBP to roll out in the local pilot agencies because its applications are ubiquitous and criteria for MI fidelity are clearly established and can be monitored with adequate planning and resources" (p. 50).

Bogue, Brad, Fred Pampel, and Diane Pasini-Hill. "Progress Toward Motivational Interviewing Proficiency in Corrections - Justice Research and Policy - Volume 15, Number 1/2013 - Justice Research and Statistics Association." *Justice Research & Policy* 15, no. 1 (2013): 4–6. *http://jrx.sagepub.com/content/15/1/37.abstract*

> This study examines the outcomes of one effort to implement motivational interviewing practices among selected agents working in 17 Colorado criminal justice agencies. As part of a project designed to improve implementation capacity, 90 participating officers underwent systematic training and coaching and then were observed via audiotapes or direct observation in sessions with offenders. Project staff coded interactions with offenders using measures of motivational interviewing skills (e.g., open questions, complex reflections). Analysis of pre- and post-intervention changes showed considerable improvement from the training/coaching regime, but use of taped sessions with subsequent feedback did most to facilitate officer proficiency and offender change talk.

English, Kim, Diane Pasini-Hill, David Bonaiuto, and Colorado Dept. of Public Safety. Office of Research and Statistics (Denver, CO). *Evidence-Based Practices Implementation for Capacity (EPIC)*. Elements of Change 16, no. 1 (2012). *http://www.colorado.gov/ccjjdir/Resources/Resources/Ref/EOC_Vol16_May2012.pdf*

> The Evidence-Based Practices Implementation for Capacity (EPIC) is a collaborative effort of five agencies in Colorado that 'seeks to change the way correctional agencies conduct business by changing the ways that correctional staff interact with offenders' (p. 2). Motivational Interviewing (MI) is one EPIC intervention this article covers MI and corrections in the 21st century, the MI training and coaching process, stages of change, and the identification and addressing of criminogenic needs. Sections of this resource include: implementation science; selected interventions; EPIC accomplishments so far 1900 professionals trained for Mental Health First Aid and nearly 300 for MI, and increase in offender 'change talk' with declines in the use of multiple sequential questions (questions which lead to offender defensiveness).

VIDEOS

Vimeo: *Ken Interviews Daryl about Going Straight.* https://vimeo.com/68899209

Hettema, Jennifer. *Motivational Interviewing Training Video.* DVD. 3 vols., 2009.
http://www.pesi.com/ECommerce/ItemDetails.aspx?ResourceCode=ZNV043010
> The video contains over 4 hours of educational material, including: Interactive lessons on the background, principles, and core skills of motivational interviewing. 12 clinical vignettes demonstrating motivational interviewing. Clinical analyses of each vignette. Vignette and interview with Dr. William Miller.

National Institute of Corrections Academy (Aurora, CO). *Implementing Motivational   Interviewing in Correctional Settings.* Video DVD and CD, 2009. *http://nicic.gov/library/023535*
> This presentation is an extended interview with Dr. William Miller regarding the utilization of motivational interviewing (MI) in correctional settings. Topics discussed include: background of MI; MI in corrections; how MI works; the spirit of MI; implementing MI; MI applications; MI in assessment; brief and one-time MI; essentials of MI; MI roll-out; MI training; supervisor's role; MI research; implications for policy makers; and implications for supervisors and MI coaches. The resources contained on the CD-ROM are transcripts of the video presentation and a copy of 'Motivating Offenders to Change.' 1 video DVD (142 minutes) ; 1 CD.

National Institute of Corrections Academy (Longmont, CO), and National Institute of Corrections. Community Corrections Division. *Two Probation Officer/Offender Contact Sessions [Motivational Interviewing].* DVD, 2004. *http://nicic.gov/library/022005*
> These role-playing scenarios are taken from the videoconference "Implementing Effective Correctional Management of Offenders in the Community" (NIC accession no. 019469). Also included are the basic and coded transcripts.

See also:
Motivational Interviewing, http://www.motivationalinterview.org/quick_links/bibliography.html
> The bibliographies provided here are not a comprehensive coverage of all Motivational Interviewing publications. They focus on the behavioral health arena, as well as MI training and implementation. Many of the citations in the bibliographies contain a Digital Object Identifier or DOI. The Digital Object Identifier (DOI) System was developed as a means to identify content and provide a permanent link to its location on the Internet. When articles are published and made available electronically, the publisher assigns them a DOI number. The DOI number is a unique alphanumeric string beginning with a 10 and containing a prefix and suffix separated by a slash.

Motivational Interviewing: Training, Research, Implementation, Practice (MITRIP),
> http://www.mitrip.org/ojs/index.php/mitrip

MITRIP publishes two issues per year (April and October) containing a variety of formal and informal articles pertaining to the practice and training of motivational interviewing, and the activities of the international Motivational Interviewing Network of Trainers.