Motivational Interviewing with a Criminal Justice Focus
Motivational Interviewing Annotated Bibliography

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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

  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

  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

  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


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.


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.


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.


Farrall, M. C "The Use of Motivational Interviewing Techniques in Offending Behaviour Group

This article covers some of the proposed forensic applications of Motivational Interviewing (MI) with reference to group work contexts. It briefly describes actual techniques, discusses some of the differences between mainstream MI and Forensic MI and speculates upon some of the possible advantages of the latter. [AUTHOR ABSTRACT]

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.


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.

https://www.courts.state.co.us/userfiles/file/Administration/Planning_and_Analysis/JessicaJ%20Folder/%232%20-%20MI%20-%20Stages%20of%20Change.pdf


Applying Prochaska and DiClemente’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.


This chapter will explain the principles and techniques of MI and their applications with offenders. Until now, there have been few published reports of the use of MI with offenders. We will argue that there are sound theoretical and clinical reasons why MI should be adopted as part of any rehabilitative strategy with offenders.
Matulich, Bill. *How to Do Motivational Interviewing: A Guidebook for Beginners.*
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.

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 here.

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.html](http://motivationalinterview.net/clinical/prosandcons.html)

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. Highly accessible, the book is infused with respect and compassion for clients. The companion Web page provides additional helpful resources, including reflection questions, an extended bibliography, and annotated case material. 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]
Behavioural and Cognitive Psychotherapy 37, no. 2 (2009): 129-140.

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).

http://nicic.gov/Library/025182

———. “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.


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. http://gainscenter.samhsa.gov/pdfs/ebp/Motivational_Interviewing2011.pdf


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.

http://books.google.com/books?id=R_TEGNa35eIC&printsec=frontcover#v=onepage&q&f=false

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.


“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.


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. [http://nicic.gov/library/022253](http://nicic.gov/library/022253)


This chapter addresses the perils and possibilities of a group-based motivational interviewing (GMI) through four sections. We begin with a review and analysis of the early
empirical findings of group-based motivational applications. This review is followed by a
discussion of evidence that one might be able to conduct motivational interviewing in the
context of a group with minimal loss of fidelity. We then turn to the process itself, as well as
the questions that inevitably arise when structuring the motivational group.


Training Resources


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.

http://nicic.gov/Library/025045


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).

http://community.nicic.gov/blogs/national_jail_exchange/archive/2011/05/27/change-talk-
using-motivational-interviewing-techniques-in-jail-programs.aspx
Association of Paroling Authorities International APIA. "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.


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] http://dx.doi.org/10.1080/02791072.2011.601986


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. https://www.justice.gov.uk/downloads/youth-justice/effective-practice-library/essex-victim-awareness-workbook.pdf

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.

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. http://www.centerforebp.case.edu/client-files/pdf/miremindercard.pdf

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.


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. Highly accessible, the book is infused with respect and compassion for clients. The companion Web page provides additional helpful resources, including reflection questions, an extended bibliography, and annotated case material. 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.com]

National Institute of Corrections. “Overview of Motivational Interviewing.”

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]

http://nic.learn.com/learncenter.asp?id=178409


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. [http://community.nicic.gov/media/p/18804.aspx]


Workshop training for psychosocial substance abuse treatment has been an important part of the transfer of evidence-based approaches into larger practice. Although they are widely used, training methods such as self-study reading, internet-based courses, and educational workshops have not traditionally been the focus of empirical investigations. Based on electronic and manual searches of the literature, we summarize 17 evaluations of workshop training that describe the training program and the educational outcomes. In general, training tends to improve attendees’ knowledge, attitudes, and confidence in working with clients who have substance abuse problems. [JOURNAL ABSTRACT]

### Research Studies


This study evaluated the effects of a brief offending-focused motivational interviewing (MI) intervention on recidivism 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 had 21% less reconviction rates and 17% less re-imprisonment rates than non-participants.

[http://nicic.gov/Library/025183]


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]. See [Evaluation](http://community.nicic.gov/media/p/18804.aspx).

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.


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.


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. 

http://people.cas.sc.edu/swansc/Easton00MotivationtochangesubstanceuseamongDVoffenders.pdf


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.


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.

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.


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.


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. *Abstract.*


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. *See Article.*

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. Abstract.


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.


The authors investigated the unique contribution motivational interviewing (MI) has on counseling outcomes and how MI compares with other interventions. Method: A total of 119 studies were subjected to a meta-analysis. Targeted outcomes included substance use (tobacco, alcohol, drugs, marijuana), health-related behaviors (diet, exercise, safe sex), gambling, and engagement in treatment variables. Results: Judged against weak comparison groups, MI produced statistically significant, durable results in the small effect range (average g = 0.28). Judged against specific treatments, MI produced nonsignificant results (average g = 0.09). MI was robust across many moderators, although feedback (Motivational Enhancement Therapy [MET]), delivery time, manualization, delivery mode (group vs. individual), and ethnicity moderated outcomes. Conclusions: MI contributes to counseling efforts, and results are influenced by participant and delivery factors.

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.


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 = 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 lead 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.


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.

During the 1980s Motivational Interviewing emerged as one of the memes of the addictions field. In this paper findings of a controlled trial of a brief motivational intervention with illicit drug users (n = 122) attending a methadone clinic are reported. Over the 6-month follow-up period the motivational subjects demonstrated a greater, immediate, commitment to abstention, reported more positive expected outcomes for abstention, reported fewer opiate-related problems, were initially more contemplative of change, complied with the methadone programme longer and relapsed less quickly than the control group. There was, however, no difference in terms of the severity of reported opiate dependence and the control group fared better on reported self-efficacy. It was concluded that motivational interventions of the type investigated are useful adjuncts to methadone programmes.


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. [http://www.mitrip.org/ojs/index.php/mitrip](http://www.mitrip.org/ojs/index.php/mitrip)


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.
Special Populations


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.

http://nicic.gov/library/026654


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]


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.

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.


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. [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2754141/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2754141/)

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.

[http://nicic.gov/Library/025180](http://nicic.gov/Library/025180)


The transtheoretical model of change (Prochaska & DiClemente, 1984) has been widely researched in the areas of substance abuse and health promotion. This model is applied to the problem of domestic violence, specifically to group treatment for abuse perpetrators. These interventions could benefit by incorporating the transtheoretical model’s focus on motivational factors and stage-specific interventions.
The EBP Project for Implementation Capacity (EPIC)


“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).

http://nicic.gov/library/026830


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. *Abstract.*


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 and increase in offender ‘change talk’ with declines in the use of multiple sequential questions (questions which lead to offender defensiveness).

VIDEOS


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.

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. http://nicic.gov/library/023535

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. http://nicic.gov/library/022005

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.