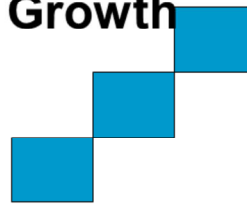


Motivational Techniques for the Treatment Court Judge: Therapeutic Methods for Compressed Time Frames

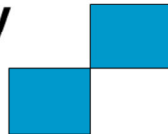
**Todd Roberts, M.A.
Center for Strength-Based Strategies
Email: trob@fmtcs.com**

There are Two Levels of Success

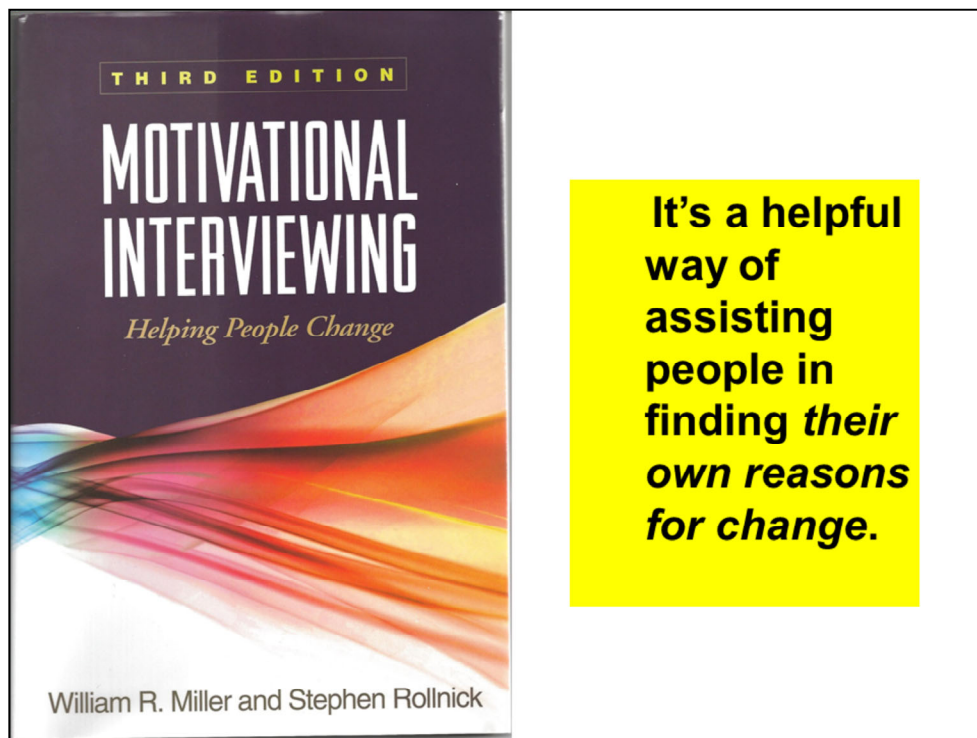
**Behavior Change &
Growth**

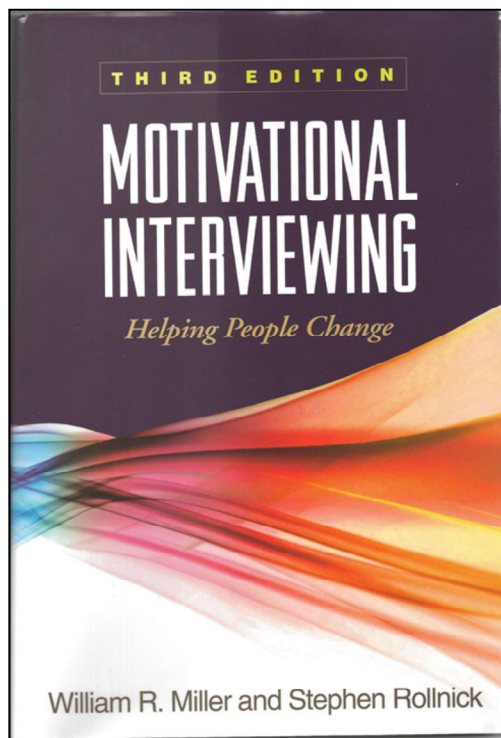


**Obedience / Compliance /
Stability**



Acting Out / Unstable / Illegal Behavior





Research shows staff behavior can predict the appearance of change talk

Change talk predicts later positive outcomes

People can talk themselves in or out of change

MOTIVATIONAL INTERVIEWING WITH OFFENDERS

Engagement, Rehabilitation,
and Reentry

Jill D. Stinson and Michael D. Clark

**I was never taught
or trained in human
motivation or the
process of positive
behavior change....**

**“We must
remember, there is
simply a limit to
coercion....”**

**“A change of heart
cannot be
imposed, it must
be chosen.”**

Table of Contents by Chapters

- 1. A New Approach
- 2. The Spirit of Motivational Interviewing
- 3. The Art of Listening
- 4. The Art of Interviewing
- 5. Engaging: the relational foundation
- 6. Engaging: the relationship in practice
- 7. Focusing and preparing for change
- 8. Focusing in practice
- 9. Moving toward change
- 10. Evoking in practice
- 11. Developing a plan
- 12. Resistance reexamined
- 13. The Rise of Motivational Interviewing
- 14. Implementation and sustainability
- 15. Considerations, cautions, and comments

Table of Contents by Chapters

- 1. A New Approach
- 2. The Spirit of Motivational Interviewing
- 3. The Art of Listening
- 4. The Art of Interviewing
- 5. Engaging: the relational foundation
- 6. Engaging: the relationship in practice
- 7. Focusing and preparing for change
- 8. Focusing in practice
- 9. Moving toward change
- 10. Evoking in practice
- 11. Developing a plan
- 12. Resistance reexamined
- 13. The Rise of Motivational Interviewing
- 14. Implementation and sustainability
- 15. Considerations, cautions, and comments

A Benefit from Utilizing Motivational Interviewing

- **MI tells us we're not responsible for the person's starting point, but we have considerable influence as to what happens next.**

MI tells us we're not responsible for the person's starting point, but we have considerable influence as to what happens next.

Common myth: Referrals need sufficient motivation before starting in into treatment

- **Change in not predicted by client's initial level of motivation.**

1. MI tells us we're not responsible for the person's starting point, but we have considerable influence as to what happens next.

- Staff believe they have a form of radar.....**
- Staff often judge an offender's potential to change by conditions that are not predictive**

Conditions Staff Hope For

- **1. Agreement with our views**
- **2. Acceptance of diagnosis**
- **3. Express and desire for help**
- **4. Show some apparent distress**
- **5. Compliance with advice**

Conditions Staff Hope For

- 1. Agreement with our views
- 2. Acceptance of diagnosis
- 3. Express and desire for help
- 4. Show some apparent distress
- 5. Compliance with advice

These are
of little
value in
prediction
change
Only one
has a even
a slight
connection
to positive
outcomes

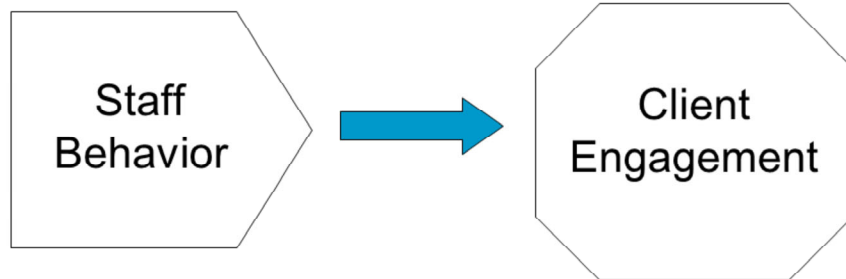
Which
one?

page 5

Factors that lessen effectiveness

- **Common explanation of one's role**
- **Contingent / discretionary relationship**
 - **MI tells us we're not responsible for the person's starting point, but we have considerable influence as to what happens next.**

Treatment Outcome research



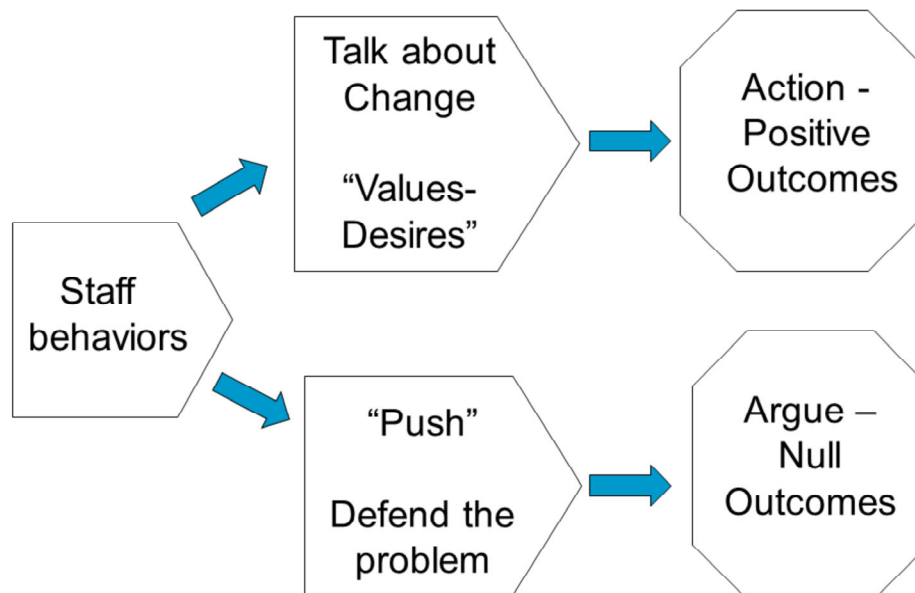
1,000 + research studies cited that a positive alliance was one of the best predictors of outcome.

(Orlinsky, Ronnestad & Willutzki, 2004)

Training in engagement is skill-based (akin to self-defense?)

Each Tx Court staff is a “contact professional”

The Causal Chain



2 Minute Discussion



□ Regarding the work that your team extends to defendants, what do they(staff) actually control?



--Bugs bunny analogy, easy way to look at difficulty that can happen when one person tries to persuade another to take action.

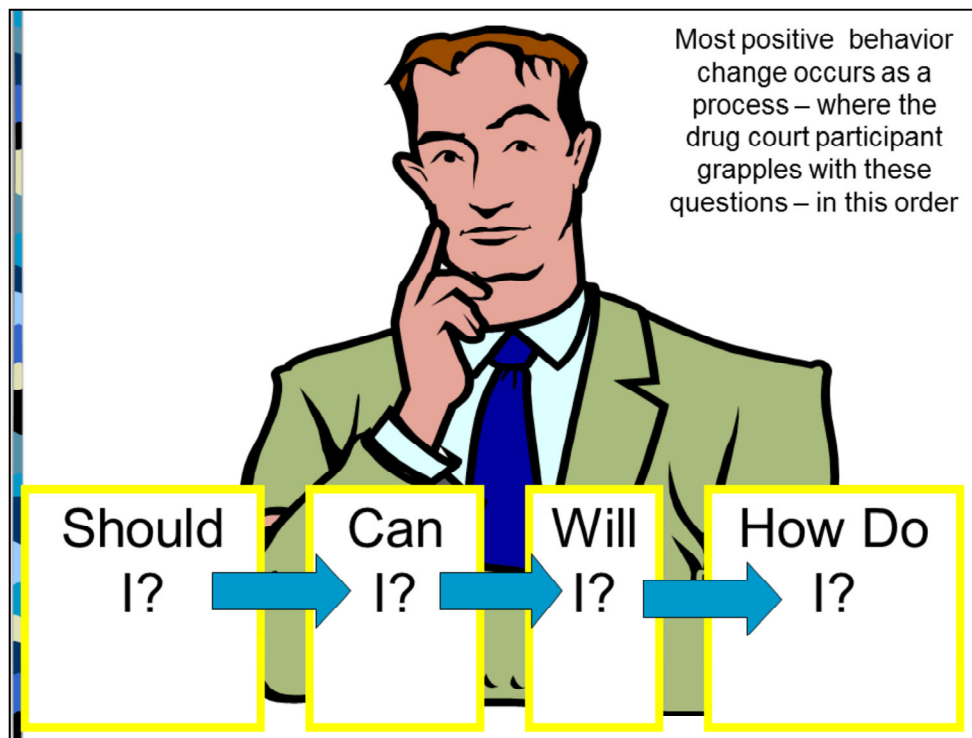
--Pushes the offender into debate, making statements to counter your position.

--As people talk, they become more committed to taking action based on what they hear themselves say.

May make them less likely to take action.

(How know? Randomize people to give position statements on different sides of issue, and give posttest on attitude.

People become more committed to what they heard themselves say.)



--Bugs bunny analogy, easy way to look at difficulty that can happen when one person tries to persuade another to take action.

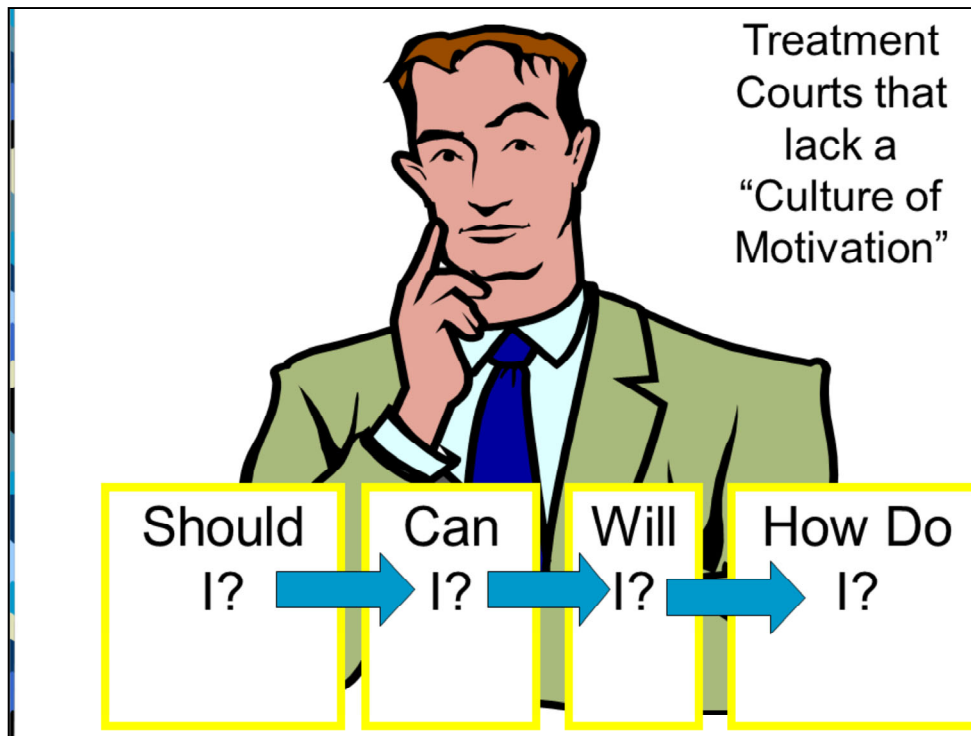
--Pushes the offender into debate, making statements to counter your position.

--As people talk, they become more committed to taking action based on what they hear themselves say.

May make them less likely to take action.

(How know? Randomize people to give position statements on different sides of issue, and give posttest on attitude.

People become more committed to what they heard themselves say.)



--Bugs bunny analogy, easy way to look at difficulty that can happen when one person tries to persuade another to take action.

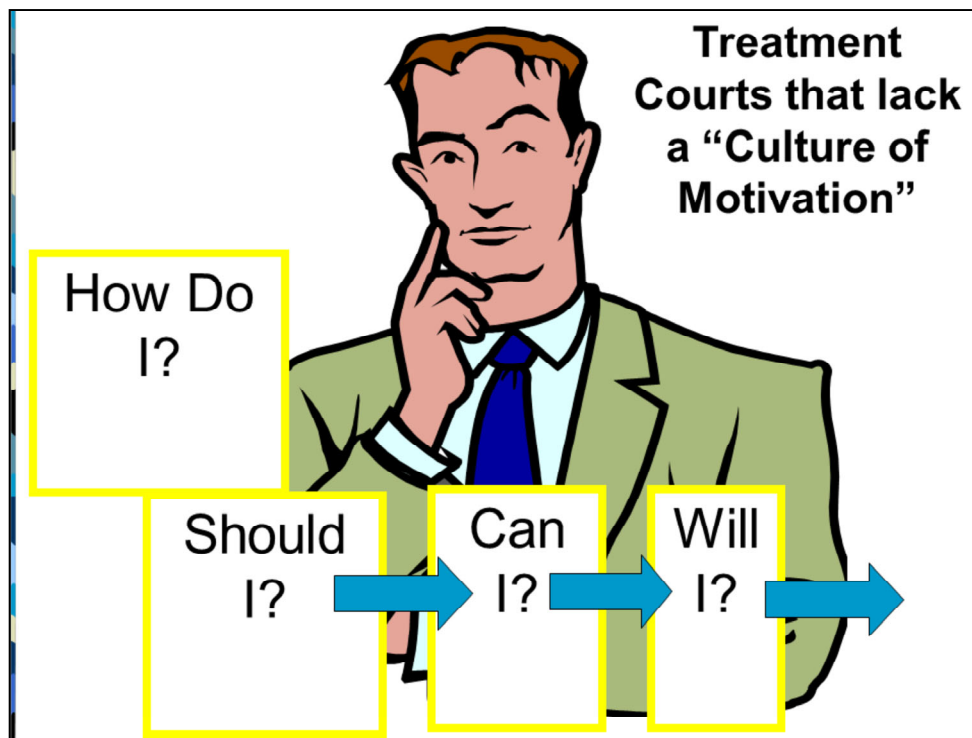
--Pushes the offender into debate, making statements to counter your position.

--As people talk, they become more committed to taking action based on what they hear themselves say.

May make them less likely to take action.

(How know? Randomize people to give position statements on different sides of issue, and give posttest on attitude.

People become more committed to what they heard themselves say.)



--Bugs bunny analogy, easy way to look at difficulty that can happen when one person tries to persuade another to take action.

--Pushes the offender into debate, making statements to counter your position.

--As people talk, they become more committed to taking action based on what they hear themselves say.

May make them less likely to take action.

(How know? Randomize people to give position statements on different sides of issue, and give posttest on attitude.

People become more committed to what they heard themselves say.)

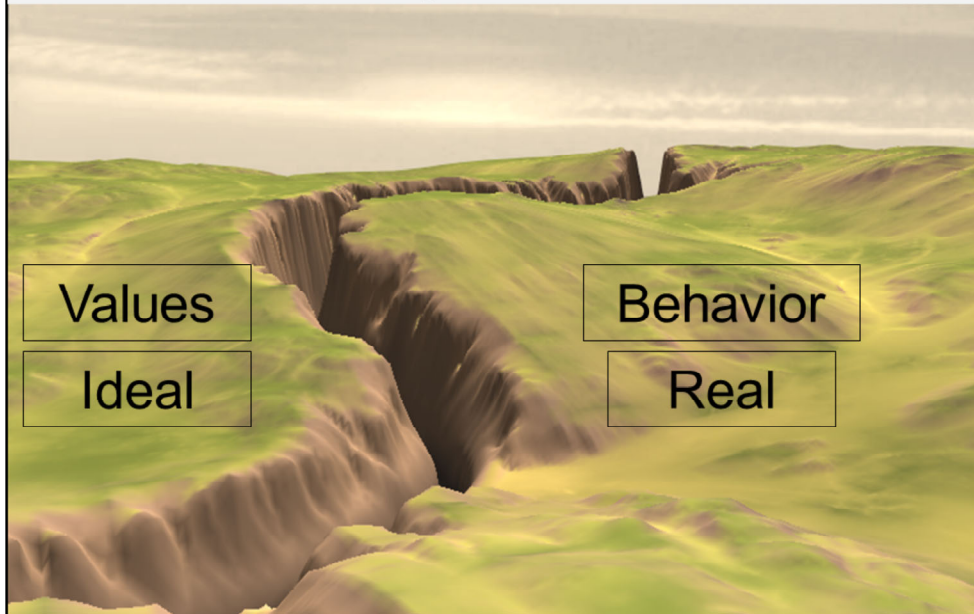
Speeding Exercise

3 Motivational Constructs

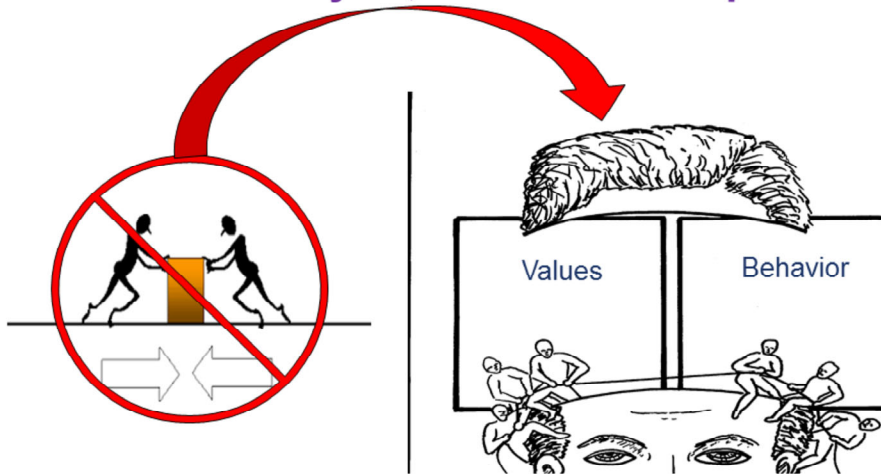
- Why **should** I do it?
 - (**Importance**)
- How **would/can** I do it?
 - (**Confidence**)
- When **should** I do it?
 - (**Readiness**)

Discrepancy

Values/beliefs *compared to* Behavior/actions



Not *between* you; but *within* the person



“painful present” is examined because it conflicts with the valued and important

2 minute Discussion



What might be the result for your program if all of your Team could:

“Believe that the largest majority of our program participants who enter our Treatment Courts are *ambivalent*?”

Judicial Techniques



METHODS
FOR CHANGE



Techniques from the Brief Therapy models & Motivational Interviewing

□ 3 Types

- (A) Who are experiencing trouble or regressing,**
- (B) For participants who are losing hope or are overwhelmed**
- (C) Several techniques for participants who have made recent progress.**

Techniques from the Brief Therapy models & Motivational Interviewing

□ 3 Types

- (A) Who are experiencing trouble or regressing,**
- (B) For participants who are losing hope or are overwhelmed**
- (C) Several techniques for participants who have made recent progress.**

1. Survival Questions

- People learn more from mistakes - Explore the lessons from adversity
“How have you survived thus far?”
- “What did these troubles teach you about what to do now?”
 - Setbacks are *guides*, not brakes
- This question aids learning about their environment, external resources *and*
hope

2. Exception Questions

- **Clients don't notice exceptions**
- **"Hermit"**
- **"Purposeful" exceptions**

3. Getting Unstuck / “Two Doors Metaphor”

- Mindset to kill, eliminate, defeat the problem
- “Two doors” metaphor



- It's okay to feel shy and it's okay to go to the group therapy anyway”
- “It's okay to feel hopeless and it's okay to keep going”
- “It's okay to feel like you can't do it and it's okay to just keep coming back & try

4. "Split Brain"

Place Bets On Competency

□ I'm really split about your near future,
"1/2 of me"

□ Leave it with -
"Part of me feels that you're
up to something big!"

2 minute Second Discussion



□ In your work with program participants, what is the difference between you (Judge) being right and you being successful?

Techniques from the Brief Therapy models & Motivational Interviewing

□ 3 Types

- (A) Who are experiencing trouble or regressing,**
- (B) For participants who are losing hope or are overwhelmed**
- (C) Several techniques for participants who have made recent progress.**

Techniques from the Brief Therapy models & Motivational Interviewing

□ 3 Types

- (A) Who are experiencing trouble or regressing,**
- (B) For participants who are losing hope or are overwhelmed**
- (C) Several techniques for participants who have made recent progress.**

5. Refer To The Problem As The "Outside Enemy"

- “John, when that ‘hassle’ of talking back to staff tells you to get into trouble, how will you not listen to it next time?”
- “Mary, when ‘being stupid’ tells you it’s ok to miss important urine drops, how will you fight that so it doesn’t hurt you next time?”
- Don’t externalize *feelings*, only behavior

6. Percentage Questions

- **“Bill, how much of this is you’re never going to change or that you’re just stuck right now?”**
- **“John, how much is this that program staff is against you or how much is it that you just had a bad experience?”**
- **“Can’t stay away from your using buddies or that you just haven’t really sat down and talked with someone to figure out a way yet?”**

7. Double-Sided Refection

- You don't want to attend that program
'cause you don't think it'll help**
- But you do recognize there
are some problems**

8. Relationship Questions

- Defendant's *own* perceptions of themselves
(good)
- Defendant's belief of *others* perceptions of themselves.
(better)

9. Repeat It Back (Write it down!)

- Defendants seldom leave our courtrooms with the exact info that are presented to them.**
- Consider how they can lack focus for multiple reasons.**
- Help them out as best you can by asking them to repeat “what’s important” and/or writing these down for them to take with**

2 minute Discussion



What does this quote illuminate for your Treatment Court operations:

“The difference between sacrifice and punishment is not the amount of pain, but the amount of *choice*.”

Techniques from the Brief Therapy models & Motivational Interviewing

□ 3 Types

- (A) Who are experiencing trouble or regressing,**
- (B) For participants who are losing hope or are overwhelmed**
- (C) Several techniques for participants who have made recent progress.**

Techniques from the Brief Therapy models & Motivational Interviewing

□ 3 Types

- (A) Who are experiencing trouble or regressing,**
- (B) For participants who are losing hope or are overwhelmed**
- (C) Several techniques for participants who have made recent progress.**

10. Re-describe and Blame for Success.

- **How did you do this?**
 - **How did you know that would work?**
- **How did you manage to take this important step to turn things around?**
 - **What does this say about you?**
- **Linger over success...my clinical work to “polish the nugget”**

11. Blame for Success - Variation “Expert Consultant”

- Two variations...
- 1. Teach others
- 2. Tell another program participant with the same problem?
 - What would you tell another person *who might have to go through this?*

Emphasize Personal Choice and Control (A note about empowerment)

- **Corrections suffers from a consistent
– but inaccurate — assumption
that defendant's “*don't have a choice.*”**

12. Emphasize Personal Choice and Control

- ▣ 1. It's your decision**
- ▣ 2. Here's what will happen if you.....**
 - ▣ 3. But it's still you choice,
You have control over this.
(What do you think you'll do?)**

13. Pre-session Change Question

- **From the time of setting up the first appointment and showing up...**
- **Research at the BFTC (Milwaukee) >66%**

Motivational Interviewing for the Treatment Court Judge: Therapeutic Techniques for Compressed Timeframes

Todd Roberts, M.A.
Center for Strength-Based Strategies
Email: trob@fmtcs.com