

Motivational Interviewing

Pennsylvania's Protocol for
Successful Implementation

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Presenters

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Presentation Goals

Participants will gain an understanding of:

- Why MI
- How MI fits with the job of a Juvenile Probation Officer and with the Juvenile Justice System Enhancement Strategy (JJSES)
- Basics of Motivational Interviewing
- When to use MI

Presentation Goals

- Preparing staff for MI/Messaging
- Setting MI goals for your department
- Selecting a trainer, coaches, mentors
- Recommended training protocol
- Sustaining MI efforts and skills
- Encouraging staff buy-in
- MI policy development
- Obstacles
- Resources

How Did We Get Here?

- Both Bucks and Lehigh Counties are Phase 1 YLS counties
- Lehigh and Bucks YLS Master training (March 2009)
- Lehigh County MI training for YLS master trainers (May 2010)
- Bucks County MI training for 8 MI Coaches (December 2012)
- Lehigh JPO administrators attend EBP training (August 2010)
- Lehigh JPO staff attend a 1-day MI overview training (October 2010)
- Bucks JPO staff attended a 1-day MI overview training (December 2012)
- Bucks JPO staff attended 2-day MI skills training (February 2013)
- County specific trainings in Lehigh and Bucks

Why MI?

- With roots in the field of addiction, MI is a “collaborative, person-centered form of guiding to elicit and strengthen motivation for change” (Miller and Rollnick)
- Simply stated- MI was developed to help people with behavior changes in their lives
- MI is a means of communication designed to mobilize an individual’s internal desire for change and to resolve ambivalence for continued change

Why MI?

- As Probation Officers, we are concerned with many things: community protection, accountability and competency development; compliance to court orders and probation directives; matching services and supervision based on risk, responsivity and need; encouraging changes in behavior and thinking; supporting and restoring victims; working with families, schools, providers.....

The Big Picture

- While completion of conditions of probation is vital, compliance doesn't always equate to long-term change
- Combining compliance with long-term changes in behavior, thinking and attitudes helps reduce the probability of future criminal behavior
- Encouraging the transition from external motivation to internal motivation is key
- In BARJ terms, this makes sense
- MI as part of the PO's "tool belt"

8 Tasks in Learning MI

- From Miller and Moyers (2006)
- Outlines key concepts of MI
- Framework to help conceptualize training

Task 1: Overall Spirit of MI

- Openness to a collaborative rather than a prescriptive way of thinking
- Looking at client capacity rather than incapacity (build on strengths and consider individual responsivity)
- Developing professional alliances
- Accountability is still key
- Critical to “setting the stage”

Task 2: OARS

- Client-centered
- Open-ended questions
- Affirmations
- Reflective listening
- Summaries
- Examples

Task 3: Recognizing and Sustaining Change Talk

- Able to identify client “change talk” that indicates movement towards change
- This includes desire, ability, reasons and need for change
- Increases commitment
- Examples

Task 4: Eliciting and Strengthening Change Talk

- Ability to evoke and reinforce client change talk and commitment language
- Use of OARS to strengthen change talk and commitment
- Examples

Task 5: Rolling with Resistance

- Ability to respond to client resistance through reflection without reinforcing it
- Roll with resistance
- Examples

Task 6: Developing a Change Plan

- Ability to recognize client readiness and negotiate a specific change plan that is appropriate and acceptable
- Timing and negotiation are key

Task 7: Consolidating Commitment

- Ability to elicit increasing strength and commitment to change to specific implementation intentions

Task 8: Transition and Blending

- Blending an MI style with other intervention methods and to transition between approaches with flexibility

ESTABLISHING MI GOALS

A Departmental Example: Berks County

Berks County JPO MI Goals

- **Stay in the Middle.** While we hold offenders accountable, we also have the obligation to facilitate long-term behavior change. Use your authority judiciously.
- **Don't Yell and Scream.** Don't take things personally. People shut down when the yelling starts just like you and I do. Confront negative behavior appropriately. Roll with the resistance. It takes two people to argue.

Berks County JPO MI Goals

- **Be a Better Listener-** If a session ends and you did more talking than the offender, something went wrong. During conversations, let them know you're hearing and understanding what they have said. You can't talk offenders into behaving. Change comes from within.
- **Ask Better Questions-** Limit the use of "yes-no" questions. Use open-ended questions to get offenders talking.

Berks County JPO MI Goals

- **Listen for Change Talk-** Our offenders have the capacity for positive behavior change. When you hear an offender begin to verbalize the possibility of change, capitalize on the opportunity. Help them come up with a plan.
- **Use Affirmations-** Just as we want to reward positive behavior early in the change process, we want to let offenders know that we understand them and appreciate their strengths and efforts.

MI IMPLEMENTATION

PA Protocol

MI for Juvenile Probation Officers

- MI State Committee
 - Guide written to help implement MI in JPO's in PA
 - It helps “set the stage” for implementation by way of introductory material and explanation of how MI melds with BARJ, JJSES, and EBP
 - Provides an overview of the training process

A GUIDE TOWARD SUCCESSFUL MI IMPLEMENTATION

Setting the Stage for MI

- Importance of messaging
- Getting the management team on board
- Preparing staff
- Pre-training articles
- Who participates in training
- Can do “regional” trainings with other JPO’s to consolidate resources
- Examples of implementation: Lehigh and Bucks JPO

Selecting a Trainer

- Trainer should have experience training on MI
- List of experienced trainers available
- Check with other JPO's for references
- May not have specific juvenile justice system experience but may have worked in a related field (i.e. D/A)
- Probation staff can help train the trainer on JJS
- Role of this “expert” trainer
- Consideration to training one or more in-house coaches or mentors
- Examples of implementation: Lehigh and Bucks JPO

Initial MI Overview Training

- Should include all PO's and Administrators
- Try to limit to 20-25 staff in each group
- Two days
- Basic MI concepts
- Some practice work

MI Coaches Training

- Coaches are MI Ambassadors to the office
- Coaches should be selected from staff after initial MI overview training
 - Invested and interested in MI skill set
- 3 day training
 - Review of basic MI concepts
 - Practice work
 - Introduction to use of coding sheet
 - Encouraging staff buy-in
- Examples of implementation: Lehigh and Bucks JPO

Booster Sessions

- Minimum of once every 6 months
- Recommended every 4 months
- At least initially with the expert MI trainer
- 20-25 attendees per group
- Content varies – may be refresher of information already learned, introduction of new skills, etc.
- Typically some lecture and some skill practice
- Include discussion on the progress being made and PO feedback and experiences
- Examples of implementation: Lehigh and Bucks JPO

Small Group Sessions

- Facilitated by the MI trainer (at least initially)
- Group size (no more than 10 per group)
- Assignment based on job assignment (group like job duties together), skill level or group participation
- Frequency of meetings - typically every other month
- Topics vary – typically discussion of issues and practicing skills
- Use of coded audiotapes during these sessions
- Examples of implementation: Lehigh and Bucks JPO

Quality Assurance: Individual Skill Development

- Audio or video taping
- Equipment needed
- Direct observation
- Scheduling concerns
- Policy should outline specific taping protocol
- Releases of information
- Everyone submits tapes (or in some cases participates in direct observations)
- Frequency of taping/direct observation
- Examples of implementation: Lehigh and Bucks JPO

Sustainability

- Why
- When to start planning
- Role of the MI trainer
- Role of the MI coaches
- Supervisory staff role
- Ongoing staff support (JCJC, CJJT&R and PCCD)
- Continued messaging
- Training new staff

Challenges

- County size and resources
- Availability of trainers
- Staff resistance
- “We’re already doing this”
- “I’m not a counselor, I’m a PO”
- Concerns with taping sessions and/or direct observation
- “What about victims and accountability”

Challenges

- Keeping the momentum
- As skills are learned and initially being practiced, PO's don't have to start with their most difficult clients
- "They should just comply because the court ordered it"
- "We're too busy to do this or learn this"
- Training new staff as they are hired

Where Do We Go From Here?

- Take the information gathered today and see how this fits in with the mission and vision of your department
- Research it
- Review the resources
- Get management educated and involved
- Messaging to staff
- Get ready as it will be a bumpy ride but is well worth the trip

MI Resource List

- MI for POs: Tipping the Balance Toward Change
- MI for Probation Staff: Increasing Readiness Toward Change
- A Guide for Probation and Parole: Motivating Offenders to Change
- 8 Stages of Learning MI
- List of MI Trainers

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