

ITB 17000656
Motivational Interviewing in a Correctional Setting
Michael D. Clark, MSW, Director
Great Lakes Training, Inc.

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* PAGE NUMBERS OF FULL SPECIFICATION PACKET IN *UPPER RIGHT CORNER*.

PAGE NUMBERS THAT DELINEATE EACH SEPARATE PAGE OR
INDIVIDUAL DOCUMENT IN *LOWER RIGHT CORNER*



C.L. "BUTCH" OTTER

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Director

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Appendix 1

SIGNATURE PAGE for Use with a Manually Submitted Invitation to Bid (ITB) or Request for Proposal (RFP) Response

Bids or proposals and pricing information shall be typewritten or handwritten in ink. Originals and copies of the bid or proposal shall be submitted in accordance with the solicitation documents. MANUALLY SUBMITTED BIDS/PROPOSALS MUST INCLUDE THIS SIGNATURE PAGE WITH THE ORIGINAL SIGNATURE (INK or ELECTRONIC SIGNATURE) OF AN INDIVIDUAL AUTHORIZED TO BIND THE SUBMITTING VENDOR.

NO LIABILITY WILL BE ASSUMED BY THE DIVISION OF PURCHASING FOR A VENDOR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS AND ANY PROPERLY ISSUED SOLICITATION ADDENDUMS IN A TIMELY MANNER FOR USE IN THE VENDOR'S RESPONSE TO THIS SOLICITATION OR ANY OTHER FAILURE BY THE VENDOR TO CONSIDER THE TERMS, CONDITIONS, AND ANY ADDENDUMS IN THE VENDOR'S RESPONSE TO THE SOLICITATION.

The words "SEALED BID" and the bid number must be noted on the outside of your SEALED BID package. To insure that your SEALED BID is handled properly, label the exterior of your package as follows:

"SEALED BID"

BUYER: [name of the RFP or ITB Lead]

SEALED BID FOR: [title of solicitation]

BID NUMBER: [ITB# or RFP#]

CLOSES: [Closing Date]

Send your sealed bid package via USPS to:

Division of Purchasing

PO Box 83720

Boise, ID 83720-0075

FedEx, UPS or other Couriers/Hand Deliver:

Division of Purchasing

650 West State Street B-15

Boise, ID 83702

This ITB or RFP response is submitted in accordance with all documents and provisions of the specified Bid Number and Title detailed below. By my signature below I accept the terms, conditions and requirements contained in the solicitation, including, but not limited to, the STATE OF IDAHO STANDARD CONTRACT TERMS AND CONDITIONS and the SOLICITATION INSTRUCTIONS TO VENDORS in effect at the time this ITB or RFP was issued, as incorporated by reference into this solicitation; as well as any SPECIAL TERMS AND CONDITIONS incorporated in the solicitation documents (e.g. Software, Telecommunications, Banking, etc.). As the undersigned, I certify I am authorized to sign and submit this response for the Bidder/Officer. I further acknowledge I am responsible for reviewing and acknowledging any addendums that have been issued for this solicitation.

BID Number: _____

BID Title: _____

BID Number:

ITB 17000656

BID Title:

**Motivational Interviewing
in a Correctional Setting**

Great Lakes Training, Inc.

872 Eaton Drive, Mason, Michigan 48854-1346

(517) 244-0654 / Fax (815) 371-2292

email: buildmotivation@aol.com

FEIN: 20-1025319

THIS SIGNATURE PAGE MUST BE SIGNED WITH AN ORIGINAL HANDWRITTEN SIGNATURE (PREFERABLY IN BLUE INK) OR AN ELECTRONIC SIGNATURE, AND RETURNED WITH YOUR MANUALLY SUBMITTED BID OR PROPOSAL.

Michael D. Clark
Original Signature (Manually Signed in Ink or Electronic Signature)

Michael D. Clark
Printed Name

April 5, 2017
Date
DIRECTOR
Title

	ITB Section	ITB Page	Question	Response
21	General		What is the expected start date for the successful bidder?	We expect that the start date of the Contract will be no later than 30 days after Contract award.
22	General		Can you please confirm the bid submission due date is April 6th, 2017, 5 pm MDT?	As of this amendment, the ITB Closing Date has changed to April 10, 2017. Please see the change identified on page 1 of this amendment.

There are no other changes. If you have already submitted your bid and this amendment will alter your bid, please contact the Division of Purchasing.

Thank you for your interest in supplying the needs of the state of Idaho.

Sincerely,

/s/

Jason R. Urquhart, CPPO, CPPB
Purchasing Officer

Please acknowledge receipt of this amendment by completing the spaces below, and please return this acknowledgement with your bid.

ACKNOWLEDGEMENT OF AMENDMENT 1

Michael D. Clark
Signature

MICHAEL D. Clark
Printed Name

April 5, 2017
Date

Great Lakes Training, Inc.
Company Name

ATTACHMENT 2-BID SCHEDULE

ITB17000656 - Motivational Interviewing in a Correctional Setting

This completed Bid Schedule must be submitted with your response.

Note: Each bid price provided must be a fully burdened, fixed rate including, but not limited to, any incidental expenses, travel expenses, per diem, personnel expenses, etc.

Service Type	Est. Frequency Per Year*	Bid Price	Total (Est. Frequency x Bid Price)
Training Services			
In-person End-User Training Session (Min. 4 day)	1	\$ 12,980. ⁰⁰ /SESSION	\$ 12,980.00
In-person Trainer Development Day Session	1	\$ 3,858. ⁰⁰ /SESSION	\$ 3,858.00
In-person Train the Trainer Session (Min. 2 day)	1	\$ 9,371. ⁰⁰ /SESSION	\$ 9,371.00
Manager/Trainer Day Session	1	\$ 3,858. ⁰⁰ /SESSION	\$ 3,858.00
Consultation Services			
In-person Day Consultation	2	\$ 3,358. ⁰⁰ /SESSION	\$ 6,716.00
Web-based Interactive Consultation	4	\$ 500. ⁰⁰ /SESSION	\$ 2,000.00
Tape coding/fidelity evaluation	60	\$ 125. ⁰⁰ /TAPE	\$ 7,500.00
Web-based Training Courses			
End-user web-based training Course(s) -Lump Sum to provide IDOC P&P employees user access.	1	\$ 24,000. ⁰⁰ LUMP SUM	\$ 24,000.00
		ESTIMATED ANNUAL COST	\$ 70,283.00

* Contractor to be paid based upon actual use of products and services based on specified bid price.

Company Name of Bidder: Great Lakes Training, Inc. DBA: CENTER FOR STRENGTH BASED STRATEGIES

Contact Name/Phone: Michael D. Clark / 517-244-0654

Contact E-mail: Buildmotivation@AOL.com



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MI Trainer Presentation

Michael Clark

Consultant / Trainer / Web-Course Developer



Business Information

Business name: Center for Strength-Based Strategies

Address line 1: 872 Eaton Drive

Town/City: Mason

State: Michigan

Postcode/zip code: 48854

Country: United States

Downloaded from the
MINT Website-April 5, 2017

Spec 5.1

MI Implementation Guidance in Correctional Settings
Michael D. Clark, MSW (MINT) – Director, Center for Strength-Based Strategies

Note: ITB specification 5.2 asks for a report as “...to what degree the agency was able to achieve self-sufficiency in the time provided.” Since the CSBS can only undertake and complete the request made from the agency, the status / fulfillment of the request(s) will be described. Please note that all MI implementation initiatives listed ended with MI Trainers authorized which gives evidence to self-sufficiency. Also note that evidence-based implementation was not introduced to the MINT International community until 2010 (MINT International Conference in San Diego, CA). However, features of evidence-based implementation will be color coded:

- **Organizational Readiness meeting with Management**
- **MITI Coding Training**
- **Blended Learning with Web Courses and Small Group Skill Building**
- **Multiple Train-the-Trainer Initiatives**
- **Judicial-specific MI Training**
- **MI Trainer Booster Session**
- **Staff Booster Sessions**
- **Supervisor-specific MI Training**

(1) Arizona Department of Juvenile Corrections (Phoenix, Arizona)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Todd Roberts (MINT) as an onsite trainer. Coding completed by CSBS coders (MINT members)

Time: April 2005 to September 2009

Outcome: All MI Implementation and sustainability requests fulfilled. (Multiple sessions of MI-1 Fundamentals,. 2-days / MI-2 Advanced 2-days, Train-the-Trainer candidate selection, tape coding, 2.5 day Train-the-Trainer session. 7 MI trainers authorized)

(2) Bay-Arenac Community Mental Health Center (Bay City, Michigan)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Ray Gingerich (MINT) as an onsite trainer for the MITI Coding Training. Coding completed by CSBS coders (MINT members)

Time: July 2007 to November 2009

Outcome: All MI Implementation and sustainability requests fulfilled. (Multiple sessions of MI-1 Fundamentals,. 2-days / MI-2 Advanced 2-days, MI Booster session, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session, MITI Coding Training. Booster session for MI Trainers. 4 MI Trainers authorized)

- **MITI Coding Training**
- **Staff Booster Sessions**

(3) Brazoria County (Texas) Community Supervision and Corrections Department (Angleton, Texas)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Coding completed by CSBS coders (MINT members)

Time: September 2008 to January 2009

Outcome: All MI Implementation and sustainability requests fulfilled. (Multiple sessions of MI-1 Fundamentals,. 2-days / MI-2 Advanced 2-days, MI Booster session, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. 2 MI trainers booster session. 4 MI Trainers authorized)

- **MI Trainer Booster Session**

(4) El Paso City, Juvenile Probation Department (El Paso, Texas)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Ray Gingerich (MINT) as an onsite trainer for the MITI Coding Training and CSBS Associate, Todd Roberts (MINT) as an onsite trainer. Coding completed by CSBS coders (MINT members)

Time: August 2008 to January 2014

Outcome: All MI Implementation and sustainability requests fulfilled. (Multiple sessions of MI-1 Fundamentals,. 2-days / MI-2 Advanced 2-days, MI Booster session, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session, MITI Coding & Coaching Training. Multiple booster session for MI Trainers. 17 MI Trainers authorized)

- **MITI Coding Training**
- **Multiple Train-the-Trainer Initiatives**
- **MI Trainer Booster Session (2)**

(5) Idaho Department of Juvenile Corrections (Boise, Idaho)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Todd Roberts (MINT) as an onsite trainer. Coding completed by CSBS coders (MINT members)

Time: January 2015 to November 2010

Outcome: All MI Implementation and sustainability requests fulfilled. (Multiple sessions Eight sessions of MI-1 Fundamentals,. 2-days / 1 session of MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. 6 MI Trainers authorized over two sessions.)

- **Multiple Train-the-Trainer Initiatives**
- **MITI Coding Training**
- **Organizational Readiness meeting with Management**

(6) Idaho Department of Corrections, Probation & Parole Division (Boise, Idaho)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Ray Gingerich (MINT) as an onsite trainer for the MITI Coding Training and CSBS Associate, Todd Roberts (MINT) as an onsite trainer.

Time: October 2014 to Present

Outcome: Ongoing.

- **Organizational Readiness meeting with Management**
- **Blended Learning with Web Courses and Small Group Skill Building**
- **Multiple Train-the-Trainer Initiatives**
- **MI Trainer Booster Session**

(7) Lucas County Juvenile Court (Toledo, Ohio)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Coding completed by CSBS coders (MINT members)

Time: September 2002 to Current (ongoing implementation initiative).

Outcome: Long history of MI Training. Several groups have gone through MI-1 & MI-2 training. Court continued sustainability with 5 separate MI Booster sessions. Blended learning as multiple staff have completed all MI-20 web courses and Peer Group 20 Small Skills groups resources. Current T4T session is not yet finished (Completed so far: Initial session with Managers/Supervisors, MI-1 Fundamentals (MI trainer groups), 2-days / MI-2 Advanced 2-days (MI trainer group),. 2.5 day Train-the-Trainer session schedule for May 2017)

- **Organizational Readiness meeting with Management**
- **Blended Learning with Web Courses and Small Group Skill Building**
- **Staff Booster Sessions (5 separate courses)**

(8) Louisiana Department of Public Safety & Corrections, Probation & Parole Division (New Orleans, Louisiana)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Ray Gingerich (MINT) as an onsite trainer for the MITI Coding Training. Coding completed by CSBS coders (MINT members)

Time: January 2013 to August 2013

Outcome: All MI Implementation and sustainability requests fulfilled. (Organizational readiness meeting with management, Multiple sessions of MI-1 Fundamentals, 2-days / MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, Two 2.5 day Train-the-Trainer sessions, Two MITI Coding & Coaching Training sessions. 15 MI Trainers authorized and 20 MITI Coders authorized.)

- **Multiple Train-the-Trainer Initiatives**
- **MITI Coding Training (2 groups)**
- **Organizational Readiness meeting with Management**

(9) Michigan Association of Community Mental Health Boards (Lansing, Michigan)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Ray Gingerich (MINT) as an onsite trainer for the MITI Coding Training. Coding completed by CSBS coders (MINT members)

Time: June 2005 to Present

Outcome: All MI Implementation and sustainability requests fulfilled. MITI Coding to authorize MITI coders was not sustained. Agency switched to MIA-STEP coding (Statewide kickoff meetings in four locations for CMH Directors and managers. Multiple sessions of MI-1 Fundamentals, 2-days / MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, Two 2.5 day Train-the-Trainer sessions, One MITI Coding Training sessions. 4 separate MI Trainer Booster sessions delivered. Blended learning of MI-20 Web Courses and MI Supervisor 5 Web Courses with Peer Group 20 Small Skills groups resources. 61 MI Trainers authorized. Three MI Trainers have become members of the International MINT organization. Continue to use blended learning resources)

- **MITI Coding Training**
- **Organizational Readiness meeting with Management**
- **Blended Learning with Web Courses and Small Group Skill Building**
- **Multiple Train-the-Trainer Initiatives**
- **MI Trainer Booster Session (4)**
- **Staff Booster Sessions**

(10) Montgomery County Common Pleas Court (Dayton, Ohio)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Coding completed by CSBS coders (MINT members)

Time: March 2008 to January 2009

Outcome: All MI Implementation and sustainability requests fulfilled. (One session each of MI-1 Fundamentals, 2-days / MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. 6 MI Trainers authorized)

(11) Montgomery County Juvenile Court (Dayton, Ohio)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Coding completed by CSBS coders (MINT members).

Time: July 2005 to January 2017

Outcome: All MI Implementation and sustainability requests fulfilled. (Multiple early trainings in Strength-Based Practice / Spirit of MI, Multiple sessions of MI-1 Fundamentals and MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. MI Trainer Booster session delivered. Blended learning of MI-20 Web Courses and Peer Group 20 Small Skills groups resources. 5 MI Trainers authorized)

- **Blended Learning with Web Courses and Small Group Skill Building**
- **MI Trainer Booster Session**

(12) Nebraska Department of Correctional Services (Lincoln, Nebraska)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Todd Roberts (MINT) as an onsite trainer. Coding completed by CSBS coders (MINT members)

Time: May 2011 to June 2012

Outcome: All MI Implementation and sustainability requests fulfilled. (One 2-day session MI-1 Fundamentals and one 2-day session of MI-2 Advanced, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. 13 MI Trainers authorized)

(13) Nueces County Community Supervision & Corrections Department (Corpus Christi, Texas)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Coding completed by CSBS coders (MINT members).

Time: March 2009 to November 2010

Outcome: All MI Implementation and sustainability requests fulfilled. (Two sessions of MI-1 Fundamentals, 2-days and MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. MI Trainer Booster session and full day Judicial MI training. 8 MI Trainers authorized)

- **Judicial-specific MI Training**
- **MI Trainer Booster Session**

(14) North Carolina Treatment Alternative for Safe Communities (TASC) (Wilmington, North Carolina)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Ray Gingerich (MINT) as an onsite trainer. Coding completed by CSBS coders (MINT members).

Time: October 2011 to June 2013

Outcome: All MI Implementation and sustainability requests fulfilled. (Organizational readiness meetings, 5 sessions of MI-1 Fundamentals, 2-days / 5 session of MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. 2-day MI training for Supervisors. Blended learning of MI-20 Web Courses and Peer Group 20 Small Skills groups resources. Staff MI booster training. 8 MI Trainers authorized)

- **Organizational Readiness meeting with Management**
- **Blended Learning with Web Courses and Small Group Skill Building**
- **Staff Booster Sessions**
- **Supervisor-specific MI Training**

(15) Oahu Juvenile & Family Court (Honolulu, Hawaii)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Coding completed by CSBS coders (MINT members).

Time: December 2007 to September 2009

Outcome: All MI Implementation and sustainability requests fulfilled. (Multiple groups/sessions of MI-1 Fundamentals,. 2-days / MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. 1 day training for Judiciary. 7 MI Trainers authorized.)

- **Judicial-specific MI Training**

(16) Pennsylvania Board of Probation & Parole (Harrisburg, Pennsylvania)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Todd Roberts (MINT) as an onsite trainer. Coding completed by CSBS coders (MINT members)

Time: May 2008 to Current

Outcome: All MI Implementation and sustainability requests fulfilled. PBPP has requested new quote to complete an new MI Train-the-Trainer initiative. Past efforts: (Organizational readiness meeting, Multiple 2-day session MI-1 Fundamentals and as well as 2-day session of MI-2 Advanced, Train-the-Trainer candidate selection, Tape coding, Three 2.5 day Train-the-Trainer sessions. 26 MI Trainers authorized)

- **Organizational Readiness meeting with Management**
- **Blended Learning with Web Courses and Small Group Skill Building**
- **Multiple Train-the-Trainer Initiatives (3)**

(17 – 18) Shelby County Juvenile Court (Memphis, Tennessee) and Nashville Juvenile Court (Nashville, Tennessee). Combined MI train-the-trainer facilitated by Vanderbilt University

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Mark Lewis, MA (MINT) as an onsite trainer. Coding completed by CSBS coders (MINT members). Time: October 2010 to June 2011

Outcome: All MI Implementation and sustainability requests fulfilled. (Two tracks of MI-1 Fundamentals, and two 2-days and MI-2 Advanced, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. 6 MI Trainers authorized)

(19) Starr Commonwealth – Residential Campus (Albion, Michigan)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Coding completed by CSBS coders (MINT members).

Time: March 2009 to April 2010

Outcome: All MI Implementation and sustainability requests fulfilled. (Initial session with Managers/Supervisors - organizational readiness, Two tracks of MI-1 Fundamentals,. 2-days and MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. 9 MI Trainers authorized)

- **Organizational Readiness meeting with Management**

(20) South Central Behavioral Health (Hastings, Nebraska)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Mark Lewis, MA (MINT) as an onsite trainer. Coding completed by CSBS coders (MINT members).

Time: February 2009 to July 2010

Outcome: All MI Implementation and sustainability requests fulfilled. (Two tracks of MI-1 Fundamentals, and two sessions of MI-2 Advanced, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. Blended learning of MI-20 Web Courses and Peer Group 20 Small Skills groups resources. 14 MI Trainers authorized)

- **Blended Learning with Web Courses and Small Group Skill Building**

(21) Texas Department of Criminal Justice – Community Justice Assistance Division (Austin, Texas)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Todd Roberts (MINT) as an onsite trainer. Coding completed by CSBS coders (MINT members).

Time: June 2009 to November 2009

Outcome: All MI Implementation and sustainability requests fulfilled. (Initial session with Managers/Supervisors - organizational readiness, Two tracks of MI-1 Fundamentals,. 2-days and MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. 12 MI Trainers authorized)

- **Organizational Readiness meeting with Management**

(22) United States District Court, District of Hawaii, Federal Probation & Parole (Honolulu, Hawaii)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Ray Gingerich (MINT) as an onsite trainer for the MITI Coding Training. Coding completed by CSBS coders (MINT members).

Time: October 2008 to September 2009

Outcome: All MI Implementation and sustainability requests fulfilled. (MI-1 Fundamentals,. 2-days / MI-2 Advanced 2-days, MI Booster session, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session, Telephonic and internet consultation to MI Trainers, including coaching sessions. MI curriculum assessment and consultation. 5 MI Trainers authorized.)

- **Staff Booster Sessions**

(23) Utah Department of Corrections (Salt Lake City, Utah)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Coding completed by CSBS coders (MINT members).

Time: April 2008 to November 2008

Outcome: All MI Implementation and sustainability requests fulfilled. (Initial session with Managers/Supervisors - organizational readiness, Four tracks of MI-1 Fundamentals,. 2-days and MI-2 Advanced 2-days, Train-the-Trainer candidate selection, Tape coding, 2.5 day Train-the-Trainer session. 10 MI Trainers authorized)

- **Organizational Readiness meeting with Management**

(24) Wyoming Department of Corrections (Cheyenne, Wyoming)*

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Ray Gingerich (MINT) as an onsite trainer for the MITI Coding.

Coding completed by CSBS coders (MINT members). Training.

Time: October 2007 to Current

Outcome: All MI Implementation and sustainability requests fulfilled. (Multiple sessions of MI-1 Fundamentals,. 2-days / MI-2 Advanced 2-days, MI Booster sessions, MI for Managers, Probation Chiefs and Wardens (Organizational readiness), Multiple Train-the-Trainer candidate selections, Tape coding's, Multiple 2.5 day Train-the-Trainer session, Telephonic and internet consultation to Training directors, MITI Coding training, including coaching sessions. MI curriculum assessment and consultation. Ongoing regional coaching groups established and continuing. 36 MI Trainers authorized.)

** Please see attached addendum (WY DOC Newsletter)*

- **MITI Coding Training**
- **Organizational Readiness meeting with Management**
- **Multiple Train-the-Trainer Initiatives (4)**
- **MI Trainer Booster Session**
- **Staff Booster Sessions**

(25) Nebraska Department of Health & Human Services – Youth Regional Treatment Center (Kearney, Nebraska)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Todd Roberts (MINT) as an onsite trainer. Also assisted by CSBS Associate, Ray Gingerich (MINT) as an onsite trainer for the MITI Coding Training. Coding completed by CSBS coders (MINT members).

Time: February 2009 to June 2013

Outcome: All MI Implementation and sustainability requests fulfilled. (Initial session with Managers/Supervisors - organizational readiness, Two tracks of MI-1 Fundamentals,. 2-days and MI-2 Advanced 2-days, Two Train-the-Trainer candidate selections, Tape coding's and two 2.5 day Train-the-Trainer session. 14 MI Trainers authorized).

- **Organizational Readiness meeting with Management**
- **Multiple Train-the-Trainer Initiatives (2)**
- **MITI Coding Training**

(New) State of Delaware, Department of Services for Children, Youth and Their Families (Wilmington, Delaware)

Role: Michael D. Clark, MSW Implementation consultant and onsite trainer. Assisted by CSBS Associate, Todd Roberts (MINT) as an onsite trainer. Coding to be completed by CSBS coders (MINT members)

Time: January 2017 to Current (ongoing implementation initiative).

Outcome: Ongoing initiative that is not yet finished (Completed so far: Initial session with Managers/Supervisors, multiple sessions of MI-1 Fundamentals (3 groups),. 2-days / MI-2 Advanced 2-days (3 groups), MI-20 Web Courses to start 4/17).

- **Organizational Readiness meeting with Management**
- **Blended Learning with Web Courses and Small Group Skill Building**



Wyoming Department of
Corrections Employee
Newsletter
September 2010

Motivational Interviewing—Learning and Perfecting a New Skill

Inside this issue:

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WDOC Mission Statement

The Wyoming Department of Corrections contributes to public safety by exercising reasonable, safe, secure, and humane management, while actively providing offenders opportunities to become law-abiding citizens.

In October 2007, the WDOC identified *Motivational Interviewing (MI)* as an evidence based practice that is directly applicable in the provision of correctional case management. *Motivational Interviewing* provides a method of communication that has been shown to build motivation for change and improve the effectiveness of behavior change efforts.

Our field agents and prison case managers had, and continue to have, a varied background and not all have been trained in, or have had prior experience in, human services. Subsequently *Motivational Interviewing* has been incorporated into new agent and pre-service training, and is viewed as a required proficiency for agents and case managers.

The department contracted with Michael Clark to provide

Motivational Interviewing training to a select group of staff who, in turn, became our first group of departmental MI trainers and MI coaches. This training included at least 72 hours of training as well as demonstrated proficiency via taped and coded MI interviews. The rigorous training-for-trainers' method that was pioneered by the WDOC and the Center for Strength-Based Strategies has now been termed the "Wyoming Protocols." This trained group continues to provide MI training and ongoing coaching to other WDOC staff members, as well as acts as an advisory committee for continuing MI development. Most recently the committee updated the P.O.S.T. recognized MI training curriculum and is in the process of iden-

tifying MI adherent supervisory practices for use by Division of Field Services district supervisors, Division of Prisons unit managers and others.

Tate Thompson, Case Team Leader at the Wyoming Medium Correctional Institution and an MI trainer, explains that MI works really well for caseworkers in prisons. "We are no longer arguing with inmates (about the right direction for them)," he said. "We work with them so that they choose the best direction for themselves; we explain the consequences of their decisions and then they make their own choices."

"MI has taken a huge load off my shoulders," Tate added. He said that even though there has always been the knowledge that inmates and offenders are responsible for their own rehabilitation, many staff

Photo in masthead: Melissa Duncan, left, laughs as, l-r, GED Instructor Andrew Coleman, Warden Mike Pacheco and Associate Warden Tony Thornton "test" the food as Caseworker Sarah Saxby watches.

MI—continued on page 5

Spec 5.3.2

MI — continued from page 1

members used to feel the responsibility for inmates' and offenders' success. "With MI I know that I can facilitate change but I can't make it happen – that is up to the individual," Tate said. Jeremy Vukich, another MI trainer, said that learning the concepts of MI have helped him a lot in his role in reentry. "I am frequently given a list of inmates that I have never met and have to meet with each one in a short period of time to discern what will be good for them in the reentry process," he said. He feels that MI gives him the tools to have a meaningful conversation in a short period of time. "Offenders and inmates also seem to have more confidence in the process when I'm using the MI techniques in our conversation," he added.

One thing that both Jeremy and Tate agree upon is that MI is not something that most of us already "do." "MI is a simple concept; therefore there is often a misconception that 'we're already using it' just because we use open ended questions and affirmation," Tate observes. "However, there are very specific skills that we must learn and we must practice, practice, practice. It's hard work to become proficient at MI but it really pays off," he said.

Another common theme for both men is that practice and critique of one's performance is an essential ongoing demand. They agree

that there needs to be ongoing coaching sessions every month and staff members using MI need to be able to fine tune their practice of MI. "We need the support of supervisors to allow MI practitioners to have the time to keep working on their skills for MI to really work," said Jeremy.

The following individuals are the unsung heroes of the WDOC MI efforts and are the guardians of the MI Spirit within the department. They are:

Central Office: Scott Hayes (Field Services), Eric Stewart (Field Services), Jennifer Woolsey (Training Academy)

Division of Field Services: Kelsie Bishop (Jackson), Theresa Gemelli (Rawlins), Dena Knox (Gillette), David McNicoll (Rawlins), Kristy Oster (Casper), Kara Snook (Gillette), Kristin Stoner (Casper), Jeremy Vukich (Cody), Kevin Whitman (Casper)

Division of Prisons: Glenola Brownrigg (WWC), Joseph Currier (WWC), Holly Morgan (WSP), Misti Paddack (WMCI), April Jackson-Wright (WHCC), John Ordway (CRC), Sarah Saxby (WHF), Ron Schmitz (WSP), Tate Thompson (WMCI), Laurie Washburn (WHCC)

In addition, it is important to note that last year John Ordway independently pursued the MI Training for New Trainers event (TNT),

and is now recognized as a trainer by the Motivational Interviewing Network of Trainers (MINT). This year Misti Paddack and Joseph Currier are following suit and have been selected to attend this prestigious training in San Diego in October of this year. When they complete their training they will also be MINT.

—Sam Borbely and Melinda Brazzale

Editor's Note: On August 25, Keith Stillabower at the Wyoming Honor Farm sent this message that fits very well into this article on MI. Obviously there are many ways (creative ways!) to train MI.

We had our monthly MI Coaching session today. The theme has been that Sarah Saxby asks a caseworker to come up with a way to coach MI but to make it fun.

Today Melissa Duncan came up with the idea of *Top Chef MI Coaching*. She supplied food ingredients (only what would be available in the canteen) and the Case Management Team split into two groups. Warden Pacheco, AW Thornton and GED Instructor Coleman volunteered to be judges. The teams competed for the ingredients (some being better than others) by answering MI questions and demonstrating MI techniques. The better team would win their choice of the available ingredients. Once all the ingredients were taken each team

completed a meal. The brave judges then tasted the food and decided a winner based on taste, presentation and creativity. Some portions were better than others!

— Keith Stillabower



As we move forward in our implementation plan for Motivational Interviewing it is important to take a moment to recognize the efforts of our staff. Feedback from the department's MTT's indicate there are staff at institutions and field offices attending booster sessions, discussing successes and struggles with co-workers, and making positive strides in their development and use of MI skills. We see staff conceptualizing the MI spirit and principles and carrying that over in their day-to-day job responsibilities.

With increasing job responsibilities and competition for your time from other training requirements, we recognize the effort it takes to remain committed to attending on-going booster sessions, practicing the skills, and being open to learning this evidence based principle. Your efforts are not only recognized but also much appreciated.

— Kevin Whitman, Mint Trained Trainer (MTT)

CENTER FOR STRENGTH-BASED STRATEGIES

Motivational Interviewing Training

MOTIVATIONAL INTERVIEWING SERIES

Increasing the Readiness to Change

Two-day Direct Practice (Skill-Building) Training
For Staff Working with Challenging Parolees/Probationers

Agenda – Day One	
9 am to 9:30 am	Introductions, housekeeping and participant expectations
9:30 am to 10:15	Module 1 The Science of Human Behavior Change
10:15 to 10:30 am	Break
10:30 to Noon	Module 2 The Foundation to Motivational Interviewing (The “Spirit” of MI)
12 Noon to 1:00 pm	Lunch
1:00 pm to 2:15 pm	Module 3 Resistance Examined: What Increases Resistance And How It Can Be Reduced.
2:15 pm to 2:30 pm	Break
2:30 pm to 3:45 pm	Module 4 OARS: Client-Centered Interviewing Skills
3:45 pm - 4:00 pm	Wrap-up

Spec 5.3.1

Agenda - Day Two	
9:00 am to 9:15 am	Greetings, Review of Day One, Questions/Discussion
9:15 am to 10:30	Module 4 Continued Dyad and Triad Exercises: Getting Started with step-by-step Procedures (exercises for direct practice with large room report-out)
10:30am to 10:45	Break
10:45 to 12 Noon	Module 5 The “Zip Code” of Behavior Change: Recognizing, Responding and Reinforcing Change Talk
12 Noon to 1:00 pm	Lunch
1:00 pm to 2: 15 pm	Module 6 What To Do If You Don’t Hear Any: Strategies for Eliciting Change Talk
2:15 pm to 2:30 pm	Break
2:30 pm to 3:15 pm	Module 7 The Final Destination: Eliciting and Strengthening Commitment Talk
3:15 pm to 3:45 pm	Module 8 Integration Efforts/Issues
3:45 pm to 4:00 pm	Evaluations & Wrap-up

TRAINING INSTITUTE

STRENGTH-BASED TRAINING – PART ONE ***Motivational Interviewing: Increasing the Readiness to Change***

This two-day institute is a skill-based strengths training that focuses on skill-building for direct practice staff working with challenging (court-mandated) clients. Eight (8) modules will be presented over the two days, utilizing multimedia presentations, interactive lecture and facilitated small and large group exercises. A mixture of small group discussions, videos, case scenarios and full room exercises keep the training pace lively and engaging.

The emphasis for this training through all eight (8) modules is on skill-building and “theory-to-practice” group work for direct application of these various curriculums. A review of these modules include:

1. The Science of Human Behavior Change

This training begins by addressing the many issues surrounding human motivation and positive behavior change. This module begins answering the questions:

- Why do people change?
- How do people change?
- What can staff do to increase a client’s readiness to change?

Didactic lecture, an exercise to examine common behavior-change efforts that often backfire as well as small group and large room discussions are all used to highlight what predicts positive behavior change and what can staff do to facilitate it with challenging clients.

2. The Foundation to Motivational Interviewing – (The “Spirit” of MI)

Participants will review the “5 General Principles” of Motivational Interviewing and examine which principles align with how our field approaches challenging clients as well as those MI principles that diverge from “how it’s done.”

This approach is fueled by an empowering view of those we work with. It involves an openness to a way of thinking and working that is collaborative rather than prescriptive, honors the client’s autonomy and self-direction, and is more about evoking than installing. This involves at least a willingness to suspend an authoritarian role, and to explore client capacity rather than incapacity, with a genuine interest in the client’s experience and perspectives. We can’t negotiate agency mandates or court orders but we can always negotiate how these goals are reached.

3 . Resistance Examined: What Increases Resistance And How It Can Be Reduced.

MI believes resistance is a normal experience in our work and suggests we bypass and maneuver around resistance rather than confront it “head-on” which only serves to more resistance. There is great difference between *reluctance to change*—a condition that rest within a client, and *resistance to change*—a condition that occurs between the client and staff person. One is intrinsic to the client; the other is relational and interactive.

It is crucial to understand some well-intentioned efforts with clients can actually make them more “stuck” in the problem. Stop the challenging and arguing—learn how to bypass resistance to start challenging clients moving toward healthy outcomes. This module will be a hands-on, highly interactive module of learning how to connect with clients and build relationships to increase positive behavior change. Be ready to “get up and get going” and have commonly-held ideas challenged with small group and full room exercises. With budgets decreasing and caseloads rising, many staff members bemoan their lack of quality time with clients. This module helps to focus staff on how to make the most progress (optimizing results) in what little time is available. Simply put, you can raise a client’s motivation level or lower motivation, all in a very short time span.

MI believes resistance is a normal experience in our work and suggests we bypass and maneuver around resistance rather than confront it “head-on” which only serves to more resistance. Participants will increase their ability to respond to client resistance in a manner that reflects and understands without reinforcing it. The essence is to roll with resistance—rather than oppose it. Increase your staff’s tool box by practicing several key techniques to reduce reluctance and keep sessions productive!

4. Open-ended Questions, Affirmations, Reflective Listening and Summaries (OARS): Client-Centered Interviewing Skills

Motivational Interviewing is predicated on client dialogue. In short, we’ve first got to get the client talking and then (and only then) can we can turn to productive ends “what they talk about.” First things first, and in Motivational Interviewing, the client must talk more than the staff person. Our research finds staff talk much more than clients and their speech content is not productive for behavior change (constant questions, educating, confrontation, reasoning and persuasion. MI lives by the critical question, “Out of whose mouth does the change talk come from?” Stop your staff from voicing the change talk and help them learn strategies for prompting the client to voice the reasons for change.

This module is highly experiential. It has been said that learning Motivational Interviewing is like learning to play the piano. You can’t learn the piano from lectures—instead, you must sit down, put your fingers on the keys and practice. Same idea with learning the OARS skill set. Get ready to “get active” with multiple practice exercises that will help staff learn rapport-building techniques. Trainer demonstrations, role plays (and “real plays”), dyads, triads, structured feedback, video examples, “tag teams” and small group as well as full room exercises will all combine to help staff learn “take home” skills for increasing a client’s readiness to change.

5. The “Zip Code” of Behavior Change: Recognizing, Responding and Reinforcing Change Talk.

Staffing groups are well-versed in the many forms of client resistance (arguing, interrupting, avoiding, ignoring, etc). Yet, many staff are not as familiar with the behaviors and language of client change.

Staff are unaware that a client will often engage in change talk (e.g. “I don’t like being on probation”) but staff often can’t recognize it or respond in less-than-helpful ways (e.g. “Well, you shouldn’t have broken the law then!”). The ability to identify and reinforce client “change talk” signals movement in the direction of behavior change. Change talk includes desire, ability, reasons, and need for change, which favor increased strength of commitment. These conditions have also been listed as “importance, confidence and readiness” or (1) “Should I change?” (2) “Can I change?” (3) “Will I change?” and (4) “How do I change?”

Agency programming often makes a common mistake: When client’s and their families come before us, we immediately focus on telling them how to change (“How do I”) and give them very directive, prescriptive advice while we miss the critical focus that they are back trying to build the commitment (“Should I change?”) and decision to change (“Will I change?”). Participants will learn how to spot change talk and examine strategies for harnessing it from video examples, exercises and skill-building role plays.

6. What If I’m Not Hearing Any Change Talk? Strategies for Eliciting / Generating Change Talk

It is a frustration that many of our clients come to us in the Precotemplation Stage of Behavior Change (Prochaska & DeClemente, 1997). That is, they don’t see their hurtful or unhealthy behavior as a problem. No change talk is forthcoming. This module will extend strategies to evoke client change—to generate change talk where there is little or none. Here the client-centered OARS skills are applied strategically, to differentially reinforce change talk and commitment language. We do “play favorites” and the MI model pays great attention to the content of speech within a session—as the presence of change talk has been found to be contributing factor for positive outcomes.

7. The Final Destination: Eliciting and Strengthening Commitment Talk

The change talk conditions of DARN (desire, ability, reasons and need) are important accelerants to change—but they’re not enough! Research found the critical condition correlated with positive behavior change was commitment language (I might, I’ll try, I’m going to, I will). Commitment language forms the acronym of “CATS” – Commitment (Intention - What do you intend to do?), Activation (Readiness - What am you ready to do?) and TS Taking Steps (What have you already done?). We evoke commitment talk and then work to strengthen it across the interaction.

Participants will learn “key questions” that will stimulate commitment talk to start actual “first steps.” Examine actual video’s that demonstrate the “do’s and don’t’s” for

bypassing resistance and building readiness and commitment talk—even in brief interactions!

8. Taking it Home: Integration Efforts/Issues

Guided group discussion, a video example and pencil/paper work will all combine to ensure that “next steps” are identified and implementation commitments are established. Obstacles and favorable applications will be reviewed. Participants will decide where Motivational Interviewing could effectively fit within their practice and agency programming. Options, opportunities and “taking it home” will be discussed. Strategies for gaining the most skill-building after this session concludes will be reviewed.

Goals-Learning Objectives:

Upon completion, participants attending this training will be able to:

- Define the concepts of client ambivalence and client discrepancy and explain why these conditions influence positive behavior change.
- Review four principles of motivational interviewing increase client-staff rapport and increase the client’s readiness to change.
- Be able to explain why direct confrontation in child welfare can impede behavior change.
- Be able to demonstrate, in direct practice, three resistant-lowering techniques that will improve the engagement of reluctant clients.
- Be able to identify two activities that will continue the skills development of MI until the next training session is convened.

Technical Assistance Provider

Michael D. Clark (MSW) is a Consultant, Trainer who previously served for 18 years as a probation officer and a hearings Magistrate. He is currently the Director of the Center for Strength-Based Strategies (CSBS) in Michigan. This organization places special emphasis on skill-building for direct practice and on building the capacity for strength-based approaches within criminal justice organizations.

Mr. Clark and his CSBS associate trainers are all members of the Motivational Interviewing Network of Trainers (MINT) and they have trained individual practitioners and teams in the fields of Mental Health, Education, Addictions, Child Welfare, Probation/Parole and Juvenile Delinquency. This TA Center has presented throughout the United States, as well as Europe, Canada, the Caribbean and Micronesia/Pacific. With 20 Web-Based Courses to add to on-site training (blended learning options), the CSBS has valuable information to share about motivation and creating positive change with court-mandated offenders.

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CONTRACTUAL TRAINING PROVIDED TO (selected list):

- United Nations – 12th Congress on Crime and Crime Prevention, Salvador, Brazil via the United Nations United Nations Office on Drugs & Crime (UNODC)
- Puerto Rico Addiction Technology & Transfer Center (ATTC), San Juan, P.R.
- US Dep't of State (Mediterranean Section) - United States Embassy - Malta
- US Department of Justice – Office of Justice Programs (OJP)
- US Department of Health & Human Services (DHHS)
- Superior Court of Guam - Agana, Guam
- State Department of Corrections- Community Corrections-Kansas
- State Department of Corrections- Community Corrections-Oklahoma
- State Department of Corrections- Community Corrections-New Hampshire
- State Department of Corrections- Community Corrections-Wisconsin
- State Department of Corrections- Community Corrections-Michigan
- State Department of Corrections- Community Corrections-Wyoming
- Pennsylvania Board of Probation & Parole
- New Zealand Office of Children, Youth and Family (CYF), Wellington, NZ
- American Probation & Parole Association - (APPA)
- Northwest Frontier Addiction Technology Transfer Center - Portland, Oregon
- Correctional Services Of Canada
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- Center for Substance Abuse Treatment (CSAT)
- National Council of Juvenile and Family Court Judges - (NCJFCJ)
- Mid-Atlantic Addiction Technology Transfer Center (ATTC) – Richmond, VA
- American Correctional Association (ACA)
- Hunter Institute of Mental Health, Newcastle, (New South Wales) Australia

Motivational Interviewing Publications

Stinson, Jill D. & Clark, Michael D., (In press). Motivational Interviewing with Offenders: Engagement, rehabilitation and reentry. New York: Guilford Press.'

(2016) Clark, Michael D., *Using Implementation Science to Turn "Research Into Practice": Lessons learned from integrating Motivational Interviewing*. Advancing Corrections: Journal of the International Corrections and Prisons Association. Vol. 2, 54-66.

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(June 2007) Walters, Scott T., Clark, Michael D., Gingerich, Ray & Meltzer, Melissa, "Motivating Offenders To Change: A Guide for Probation & Parole Officers" Practice Monograph, National Institute of Corrections (NIC) – US Department of Justice. (NIC Accession number 022253)

(June 2006) Clark, Michael D., Walters, S. T., Gingrich, R., & Meltzer, M. "Motivational Interviewing for Probation Officers: Tipping the balance towards change." *Federal Probation*. (United States Courts). Vol. 70 (1). 38-44.[Part Two of Two Part Series]

(Summer 2006) Clark, Walters, Gingerich & Meltzer, "Motivational Interviewing for Probation & Parole: Importance, Confidence & Readiness to Change" *Perspectives*. Journal of the American Probation and Parole Association. Vol. 30 (3). 36-45. [Part Two of Two Part Series]

(Summer 2006) Clark, et al., "Importance, Confidence and Readiness to Change: Motivational Interviewing for Probation and Parole." *Perspectives*. Journal of the American Probation & Parole Association. Vol. 30 (3). 36-45. [Part Two of Two Part Series]

(Spring 2006) Clark, Michael D. "Motivational Interviewing and the Probation Executive: Moving into the Business of Behavior Change." *Executive Exchange*. Journal of the National Association of Probation Executives. 17-22.

(Winter 2006) Clark, Michael D. "Entering the Business of Behavior Change: Motivational Interviewing for Probation Staff" *Perspectives*. Journal of the American Probation & Parole Association. Vol. 30 (1). 38-45. [Part One of Two Part Series]

(December, 2005) Clark, Michael D. "Motivational Interviewing for Probation Staff: Increasing the Readiness to Change. Federal Probation Journal (United States Courts). Vol. 69 (2). 22-28. [Part One of Two Part Series]

(2003) (2 articles) Clark, Michael D. "A Changed-Focused Approach for Judges" Pp. 137-147 & "Ascertaining and Encouraging Change" Pp. 179-181 In *Judging in a Therapeutic Key: Therapeutic Jurisprudence and the Courts*. Carolina Academic Press: Durham, NC

(Winter 2002) Clark, Michael D. "Change-Focused Drug Courts: Examining the Critical Ingredients of Positive Behavior Change." *National Drug Court Institute Review*. Vol 3(2), pps. 35-87.

(April 1997) Clark, Michael D. "Strength-Based Practice: A New Paradigm" *Corrections Today*, 59(2), 201-202.

(June 1997) Clark, Michael D. "Interviewing For Solutions: Strength-Based Methods" *Corrections Today*, 59(3), 99-102.

CENTER FOR STRENGTH-BASED STRATEGIES
Motivational Interviewing Training for Community Corrections

MOTIVATIONAL INTERVIEWING SERIES
PART TWO (2) – Advanced Session
Motivational Interviewing: Increasing the Change Conditions

A Follow-Up Two-day Training For Staff Working Probation / Parole

Agenda – Day One	
9 am to 9:30 am	Introductions, housekeeping and participant expectations
9:30 am to 10:15	Module 1 Obstacles and Successes: Progress Since Last Training Session
10:15 to 10:30 am	Break
10:30 to Noon	Module 2 The Foundation to Motivational Interviewing (The “Spirit” of MI) <ul style="list-style-type: none"> • The 3 Important Differences of MI • How MI is client-centered AND directive • The relationship between staff “style” and outcomes
12 Noon to 1:00 pm	Lunch
1:00 pm to 2:15 pm	Module 3 Resistance Examined: What Increases Resistance And How It Can Be Reduced. <ul style="list-style-type: none"> • Video examples • Multiple exercises to deepen resistance lowering skills • “Siding with the Negative” to reduce resistance
2:15 pm to 2:30 pm	Break
2:30 pm to 3:45 pm	Module 4 OARS: Client-Centered Interviewing Skills <ul style="list-style-type: none"> • OARS to build rapport • OARS to lower resistance • Video-Enhanced Learning • Reflective exercises in dyads and triads
3:45 pm - 4:00 pm	Wrap-up

Agenda - Day Two	
9:00 am to 9:15 am	Greetings, Review of Day One, Questions/Discussion
9:15 am to 10:30	<p style="text-align: center;">Module 5</p> <p>How To Give Direct Advice From The MI Model: How To Give Advice Without Telling Someone What To Do!</p> <ul style="list-style-type: none"> • PAR: Prepare, Advise, Reflect • Three (3) forms of gaining “permission” to give direct feedback • How to help the client hear and heed unwanted mandates (Increasing the chances that advice will be accepted) • Round-robin exercises with challenging scenarios
10:30am to 10:45	Break
10:45 to 12 Noon	<p style="text-align: center;">Module 6</p> <p>Eliciting and Reinforcing Change Talk and Moving to Commitment Talk: The Directive Side of MI</p> <ul style="list-style-type: none"> • Exercise: “Drumming for Change Talk and “Clapping for Commitment Talk” • “Cue Cards” exercise – a “how to” demonstration of increased change talk and commitment talk
12 Noon to 1:00 pm	Lunch
1:00 pm to 2: 15 pm	<p style="text-align: center;">Module 6 - Continued</p> <p>Change Talk Strategies:</p> <ul style="list-style-type: none"> • Evocative Questions • Exploring Pro’s & Cons • Asking for Elaboration of the Downside • Imagining Extremes • Looking Forward & Looking Back
2:15 pm to 2:30 pm	Break

2:30 pm to 3:15 pm	<p style="text-align: center;">Module 6 – Continued</p> <ul style="list-style-type: none"> • The 3 Critical Change Constructs of Importance, Confidence and Readiness • Main Practice Session • Responding to Change Talk • Raising Commitment Talk • Practice, Practice, Practice
3:15 pm to 3:45 pm	<p style="text-align: center;">Module 7 Integration Efforts/Issues: How To Keep MI Enduring Over Time</p> <ul style="list-style-type: none"> • Audio Coding of Live Sessions • Coaching Resources • Publications, Monographs and Video's • Forming Support Groups for Practice & Continued Development • Changes in Practice, Policy and Procedures to Create a Motivational Culture
3:45 pm to 4:00 pm	Evaluations & Wrap-up

Goals-Learning Objectives:

Upon completion of this second session, participants attending this training will be able to:

- Describe “change talk” and relate it’s correlation to improved outcomes from outcome research
- Be able to list three types of change talk.
- Compare and contrast the “status quo” style of advice-giving with that suggested by Motivational Interviewing.
- Be able to explain why a staff person’s use of complex reflections increase rapport-building with clients.
- Be able to identify questions that increase client dialogue versus questions that inhibit dialogue

Michael D. Clark, MSW

Michael D. Clark (MSW, LMSW) is a Consultant, Trainer and an Addictions Therapist. After 18 years of direct practice with mandated (court-ordered) clients, he is currently the Director of the Center for Strength-Based Strategies located in Michigan (United States). Mr. Clark is a national expert within the helping professions for application for Strength-based and Motivational approaches for direct practice.

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Motivational Interviewing - Recent Publications

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CENTER FOR STRENGTH-BASED STRATEGIES

Motivational Interviewing - Trainer / Coach

Motivational Interviewing: Trainer Development

One-day Booster Training for Quality Assurance

Agenda – Morning	
9 am to 9:15 am	Introductions, housekeeping and participant expectations
9:15 am to 10:15	<p style="text-align: center;">Module 1</p> <p style="text-align: center;">Obstacles and Successes: Pathways / progress / conditions since last session</p>
10:15 to 10:30	Break
10:30 to 12 Noon	<p style="text-align: center;">Module 2</p> <p style="text-align: center;">Workgroup needs</p> <ul style="list-style-type: none"> • Implementation Science • Self-Evaluation tools • Evaluation Metrics
12 Noon to 1 pm	Lunch
1 pm to 2:15 pm	<p style="text-align: center;">Module 3</p> <p style="text-align: center;">Lesson Plan Development: Key issues to train and curricula that demonstrates those issues</p> <ul style="list-style-type: none"> • MI-1 Fundamentals' • New Staff or factoring the "extinction effect" of past training
2:15 to 2:30pm	Break
2:30 to 3:45 pm	<p style="text-align: center;">Module 4</p> <p style="text-align: center;">Lesson Plan Development: Key issues to train and curricula that demonstrates those issues</p> <ul style="list-style-type: none"> • MI-2 Advanced <ul style="list-style-type: none"> • Boosters • Managers/supervisors • Communities of Practice (CoP)
3:45 pm to 3 pm	Wrap up / Close

“Supervisor 5” Web Courses available to assist Trainer Development for evaluating needs and designing responses

Module 1: Successful Implementation and Sustainability of Motivational Interviewing (MI) Practice / Learning Objectives:

1. Define and use the open systems model of organizations to locate Motivational Interviewing (MI) in the organizational environment.
2. List and define the six stages of implementation and apply them to the implementation of Motivational Interviewing.

Module 2: Modeling and Demonstrating MI for Staff / Learning Objectives:

3. Explore opportunities to model the use of Motivational Interviewing in a variety of supervisor/staff interactions.
4. Practice techniques for demonstrating motivational interviewing skills to help staff resolve ambivalence about full commitment to gain MI proficiency.

Module 3: Coaching the Key Skills of Motivational Interviewing / Learning Objectives:

5. Clarify the overlapping roles of supervisor and coach.
6. List skill requirements for supervisors for evaluating MI with their staff.
7. Review the importance of the “four processes of MI” and their relevance for MI competence.
8. Demonstrate, and practice, skills necessary for basic competence in the evoking process of Motivational Interviewing.

Module 4: Small Groups – Practice Methods for Skill Building / Learning Objectives:

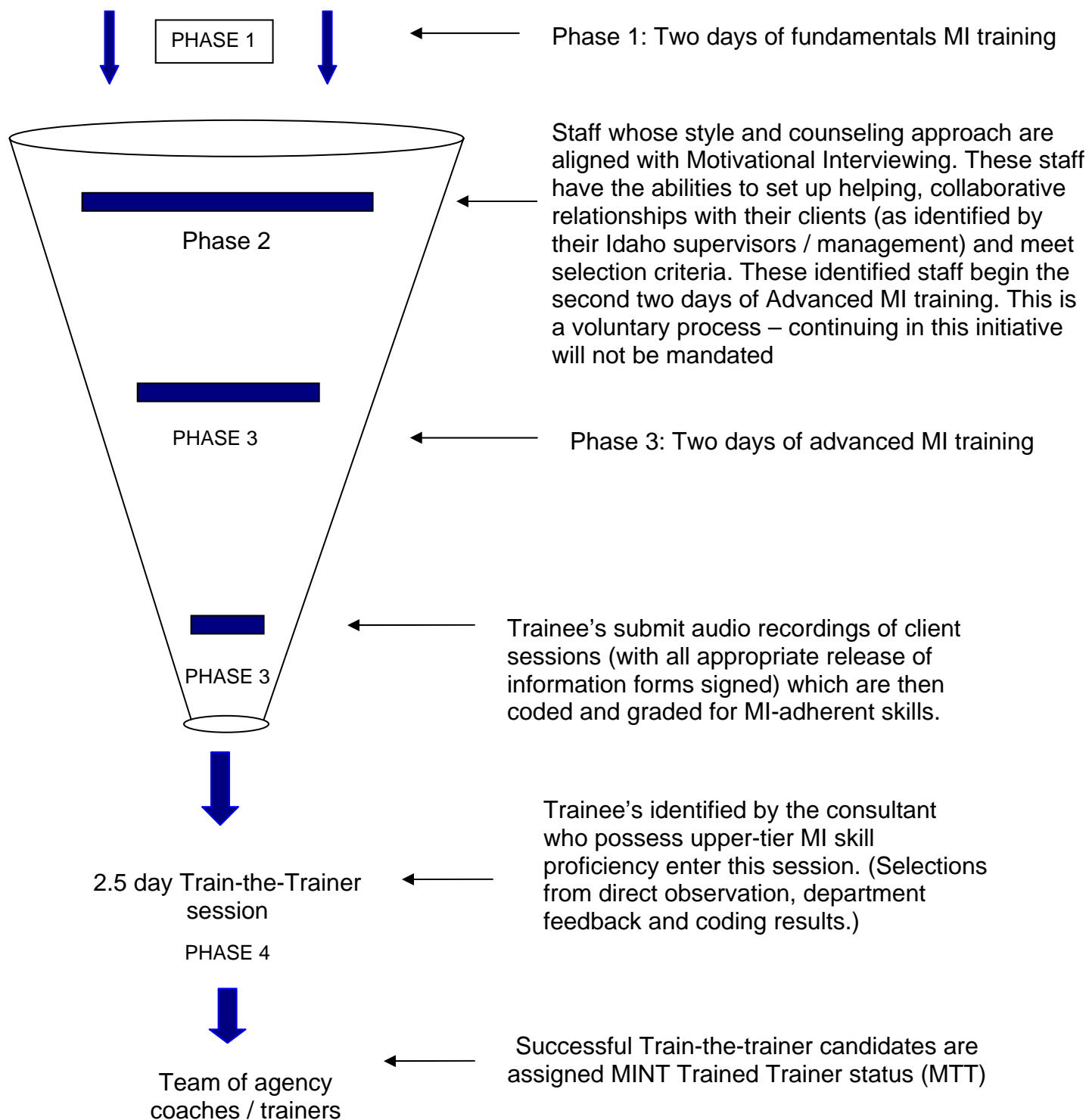
9. List the attributes of a good coach - take a longer look at coaching and list the goals and methods for helping staff acquire MI skills.
10. Examine the differences among those you will coach/supervise.
11. Describe how to create a “good enough” learning environment .
12. Describe some steps in the coaching process – demonstrate a typical coaching session.
13. Examine a list of skill deficits that are common to trainees.
14. List the possible settings for conducting a coaching session.

Module 5: Introduction to Coding Motivational Interviewing / Learning Objectives:

15. Review the benefits of coding.
16. Identify what a coder looks for. Will explain what observable interviewer behaviors coders look for and what “codes” those behaviors are given.
17. Explain the term “global measures” and look at what codes these measures are given.
18. Practice coding an actual motivational interview. Learn how coding is like grading an exam, only in this case, the staff submitting a tape does not get a letter grade but rather the coder assigns *a level of proficiency* to the interview.

Spec 5.3.2

THE SELECTION PROCESS FOR THIS IDAHO MOTIVATIONAL INTERVIEWING (MI) TRAINING INITIATIVE IS A FUNNEL



Spec 5.3.3

Motivational Interviewing Initiative for DOC's MI Training-for-Trainers

Selection Criteria for Trainer / Coaching Candidates

Staff Selection ("Give us best in – We'll give you best out"):
How to identify and refer the most highly-skilled staff
to begin this sustainability MI trainer process

Managers and supervisors can have a great impact on the success of this initiative. The phrase "best in – best out" captures what efforts we need to identify candidates. Please think beyond traditional roles (i.e., most senior, counseling experience, training department staff) and base your nominations on those staff that have natural skills that Motivational Interviewing calls for. Your screening and identification of staff deemed "natural" or "superior" will be based on subjective appraisal (i.e., feelings and impressions) of staff that you believe to possess MI-type personalities and counseling skills. It will also include some objective criteria as listed below.

Please read this two-page introduction. The success of this initiative will be enhanced if you do!

We offer some objective criteria to aid your staff identification. Consider using the items listed in the Behavior Change Counseling Index (BECCI) listed on page six (6) as well as the seven items listed below:

1. Staff who are your best staff for relating to clients / program participants. These personnel may not be the ones who possess the highest level of education or have the most seniority, but you know them to be the above average at setting up helping relationships with their clients. The newest staff, just in the door is just as likely a candidate as the most senior member of your staff. Obviously, picking someone who is soon to be leaving your employ is a wasted slot. Let's use all the available slots we can to build the best cadre of trainers and coaches.
2. Staff who seem to have innate or a natural talent for empathic regard and a collaborative demeanor.
3. Staff who are above average in using reflective listening skills.
4. Person's who use an abundance of open-ended questions and work hard to fully understand the problem from the person's perspective before moving to behavior change efforts.

5. If approached, staff have an interest and strong desire to participate in the initiative (inclusion should not be mandated).

6. Staff should be selected by their immediate supervisors, coordinators or anyone who over see's their supervision/counseling work. *Staff should not self-select themselves for this project!* However, supervisors and managers may do so (self-select).

7. Trainer competencies

There are criteria that earmarks a staff person as someone whose direct practice skills are aligned with the fundamental counseling style of Motivational Interviewing. In addition, coordinators/supervisors must be alert to staff who not only possess these skill sets but ALSO have the ability to be a good trainer.

- Does this staff person also have an outgoing personality?
- A high energy level?
- Would they shy away from coaching or training?
- Or, would they be the type of person who, with adequate training and preparation, you could envision being eager to “be a leader” and provide training to others?
- If not an “up front” person, could you see them leading a coaching group comprised of a small number (an intimate group) of colleagues?

A long-held maxim from the research field about sample data forms the acronym of “GIGO” (“Garbage In, Garbage Out”). This maxim has suggested that the quality (or lack of it) that comes “in” will determine what results come “out.” With this in mind, this phased initiative seeks to identify the best MI-style staff and potential “trainer personalities” (in), to ensure the best agency trainers are the final product (out).

*A key to remember—this initiative is only a beginning! The goal is to develop in-house trainers & coaches who will begin the process of training staffing groups. In summary, this initiative *is not to train staff but to train coaches*—to end up with a group of in-house coaches (and later on, trainers) that will begin to train the majority of your employees.

TRAIN-THE-TRAINERS FOR MOTIVATIONAL INTERVIEWING

Managers / Supervisor's Nomination Form

Phase One Selection Criteria for Train-the-Trainer Candidates

In this phase, supervisors / coordinators are to select staff to take part in the train-the-trainer session. Use this form to identify and refer any of your staff who you feel possess the greatest degree of Motivational Interviewing skills (as listed in numbers 1 through 4 on this form) so they may be considered for a train-the-trainers process. This form also lists criteria for selection. Please fill out all information requested.

My nomination (w/contact info):

Please use the following items to justify your nomination. Check the boxes that apply:

- ☐ 1. This staff person is one of my best for relating to clients. This person may not be the one who possess the highest level of supervision skills or have the most seniority, but you know them to be the above average at setting up helping relationships with their clients.
- ☐ 2. Staff who seems to have innate or a natural talent for empathic regard and a collaborative demeanor. Parolees/probationers (clients) compliment them.
- ☐ 3. This staff person is one who is above average in using reflective listening skills.
- ☐ 4. This person uses an abundance of open-ended questions and work hard to fully understand the problem from the participant's perspective before moving to behavior change efforts.

Please write in a short summary of your candidate's qualities and skill level for items 1 through 4:

5. If approached, staff have an interest and strong desire to participate in the initiative (inclusion should not be mandated).

☐ Interest is self-generated. I (we, department/agency) have not mandated this person's involvement in the train-the-trainer Initiative.

6. Staff should be selected by their immediate supervisors or anyone who over see's their supervision work. *Staff should not self-select themselves for this project!* (Exception made for supervisors and managers).

☐ Supervisor / Coordinator making the nomination (w/contact info). This is the person who will/can verify information about the candidate and will take responsibility for reporting further observations of this candidates direct practice skills.

7. Trainer competencies

There are criteria that earmarks a staff person as someone whose direct practice skills are aligned with the fundamental counseling style of Motivational Interviewing. In addition, managers/supervisors must be alert to staff who not only possess these skill sets but ALSO have the ability to be a good trainer.

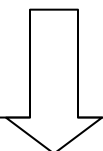
- Does this staff person also have an outgoing personality?
- A high energy level?
- Would they shy away from coaching / training?
- Or, would they be the type of person who, with adequate training and preparation, you could envision being eager to "get up front" and provide training to others?

Please provide a commentary as to this candidates training abilities / propensities:

Training the Trainer selection criteria in order of importance:

- Desire of candidate to be a coach
- Supervisor or higher manager supports this person becoming a trainer (If intra-agency)
- Competence in skill being trained. At this juncture, came back from the first two days of training and demonstrated high energy and interest in MI.
- Is respected by colleagues (has credibility). “Power of personality” to other staff.
- Training experience / Comfortable in groups
- Has had instruction for coaching (or a generic training for trainers course)

Any further narrative you could offer about this candidate to aid the selection process?



The next page lists the BECCI. A review of this instrument will give the supervisor/manager more direction/criteria to help them make pre-training selections.

IMPORTANT TO NOTE: We are not asking coordinators / supervisors to use the BECCI to actually rate skills, but merely review these ten (10) items to discern examples of good Motivational Interviewing skills when you consider someone to be nominated.

Idaho DOC - Motivational Interviewing – Train-the-trainer Session

Instructions for Curriculum Preparation and Presentations – *Please read this thoroughly!*

Congratulations! You have been selected to take part in the upcoming train-the-trainer session. Your status is either as a “competency candidate” or you came close enough to the competency score to be included as a “provisional.” Competency candidates must simply make it through the train-the-trainer with adequate trainer skills to be awarded a certificate as an MI Trainer. Provisionals must do the same but also submit a tape after the Train-the-Trainer session ends and score competency to gain your certificate.

Instructions to prepare for the Train-the-Trainer session:

1. At the Training for Trainers, you will be asked to deliver a presentation in front of an audience, on one of five lessons, with a co-trainer. However, you won't know which one of these five you'll be assigned to present, so you'll have to develop a curriculum for *all of the following categories*:

- a. The Foundation of MI (The Spirit Of MI)
- b. Resistance Examined
- c. Client-centered Interviewing Skills (OARS)
- d. Recognizing and Eliciting Change Talk
- e. Responding and Reinforcing Change Talk

NOTE: You must do this development individually. Not as a group project.

2. You will be given approximately 50 minutes for your combined presentation. This is usually insufficient time to cover the entire lesson. However, prepare as if you were giving the entire lesson, your trainer will guide you in truncating the lesson at the time of your presentation. When time expires, you will be allotted the time necessary to give the audience a summary of *“what we would have done with the remaining time”* to outline the rest of a 1.5 hour module presentation.
3. When you arrive at the train-the-trainer session, two random drawings will take place. First, a random drawing will pair you with another trainer (your co-trainer) and then a second random drawing will assign one of the five modules as listed above. You will be given plenty of time to synch up your presentation with your co-trainer before you'll be asked to present.
4. Your audience will be the other train-the-trainer candidates who will act as though they are a class of staff who are new to MI. Your instructor will also be in the back of the room but will be engaged in evaluation efforts and will not act as an audience member. Please remember to give the instructor a copy of any handout(s) you might pass out to your audience.
5. How you decide to share responsibilities with your co-trainer is up to you (although, responsibilities should be equally distributed and shared regarding time):
 - a. Some people like to trade back and forth on major sections (i.e., T1 does the Intro, T2 does the didactic, Trainer 1 does the exercise, and Trainer 2 does the summary).

- b. Others prefer Trainer 1 take the first slide, Trainer 2 the second slide, etc.
 - c. Others prefer to divide the lesson in half.
6. It is suggested that each module that is taught has the following parts:
 - a. Introduction – (a.) yourself, (b.) the module and show why this module is important to learn.
 - b. Information Sharing – such as didactic/lecture, video (optional), printed materials (optional), and demonstration of skills
 - c. Skill practice (Exercises – get them involved in the learning!)
 - d. Summary (Recap the module, review what they learned and why it's important.)
 7. The presentation need not rigidly follow the above order. (If you divide your presentation in half, T1 would not be evaluated on the Summary and Evaluation sections and T2 would not be evaluated on the Introduction section). Attached to this document is the evaluation form that all of your evaluations will be based on. Familiarize yourself with this 2 page evaluation form.
 8. After you give your presentation, you will receive immediate feedback from your peers and instructor. You will also receive loads of written feedback before you leave the session. The verbal feedback will commence right after you finish your presentation and will include:
 - You will be asked to share what your experience was like for you.
 - You will be asked if you would like to specifically check out anything with the audience.
 - You will be asked if you would like general feedback from the audience. If you answer “yes,” the audience will be asked, “What did _____ specifically do that helped you learn?”
 - The audience will be asked, “What, if anything, did you need to have presented differently to better suit your learning style?”

Resources

1. Your own creativity, knowledge and skills. Also, your DOC has purchased over 380 MI Powerpoint slides and multiple MI videos for your use and you can use these in your development. Please alter or change the slides (if only slightly, in some creative way) for your use. Obviously, videos are not changed in any way.
2. Past participant workshop packets given to you in past trainings can be used (HOWEVER, content, other than simple lists, must be modified, if only slightly, in some creative way).
3. Miller and Rollnick, Motivational Interviewing. 2nd edition, Guilford Press, 2002. Also, Motivational Interviewing. 3rd edition, 2012.
4. Training exercises: www.motivationalinterview.org , <http://casaa.unm.edu/mi.html>
5. Training curriculums from National Institute of Corrections:

<http://nicic.org/Library/021093> (186 pages) / <http://nicic.org/Library/019791> (116 pages)

6. Training curriculums from the Native American Resource Center (SAMSHA):

<http://www.oneskycenter.org/pp/documents/LearnersManualforMotivationalInterviewing.pdf>

<http://www.oneskycenter.org/pp/documents/AmericanIndianTrainersGuidetoMotivationalInterviewing.pdf>

Powerpoint slides

<http://www.oneskycenter.org/pp/documents/TrainersGuidePowerPoint.ppt>

7 (June 2007) Walters, Scott T., Clark, Michael D., Gingerich, Ray & Meltzer, Melissa, "Motivating Offenders To Change: A Guide for Probation & Parole Officers" Practice Monograph, National Institute of Corrections (NIC) – US Department of Justice. NIC Accession number 022253. (Electronic/internet access at <http://nicic.org/Library/022253>) Order a paper copy through the NIC Information Center by calling 1-800-877-1461.

6. Mike Clark, MSW / phone (517) 244-0654, e-mail buildmotivation@aol.com.

Presentation Tips

1. Trainer's goal is trainee learning of new ideas, concepts and skills. While some knowledge can be transferred rather passively through listening, reading or watching tapes, etc.—it's best to involve your audience so they can "do it" rather than just "listen to it."

Avoid a new trainer's tendency to present all of your knowledge with loads of lecturing. Since this training assumes the audience/group would be new to MI, then consider what trainees would need to know to master a basic understanding of the *content* your teaching.

Then consider what *skills* might need to be imparted. Teach in a style where the audience is engaged to learn basic skills and would end up be motivated to learn even more skills. Make it fun and engaging. The biggest trap (temptation) for new MI trainers is the *expert trap*.

2. Feedback to most new MI trainers is: "*evoke more; talk less.*" And "*get them active.*"

3. Prepare carefully for the exercises. Skills are learned through competent modeling, clear instructions and practice with coaching. (E.g., imagine learning to ride a bike by lecture – way too difficult. Skills need to be modeled and then practiced by your audience).

4. You are required to make AT LEAST ONE MISTAKE because most people learn more from their mistakes than when all goes smoothly.

5. Although there are many aspects you will be evaluated on, remember these three important categories:

a. **Audience engagement** (Did you bring them into the learning, get them involved in experiential ways?)

b. **Helpful explanations/demonstrations** of exercises and/or discussions ("Did you let them know what to do and how to do it before they started into exercises and/or discussions?")

c. **Accuracy of MI content.** (Was what you taught correct and consistent with the MI approach?)

6. This is a lot of work –but to be a content expert—there’s few shortcuts. You’ll learn a lot by immersing yourself in the curriculums. This will pay off when you begin training. The key? *Start early.* Measure out this work. Break it up and begin now and you’ll have plenty of time. *Remember, it’s mostly exercises...not lecturing content!!* A module is not as hard to develop as you might think it is, since you’ll present a little content, maybe followed by a table discussion. A little more content, followed by an exercise, etc. More content, then a video. It’s about *audience engagement as you present “bite-size” chunks of content.* Be creative and use engaging, “hands on” active exercises. You’ll get there. Don’t get overwhelmed.

Center for Strength-Based Strategies

MOTIVATIONAL INTERVIEWING (MI) INITIATIVE – Managers / Supervisors Training

A Review of Implementation Science & MI Sustainability for Leadership

Agenda	
9 am to 9:10 am	Greetings, introductions and participant expectations
9:10 am to 10:15	<p style="text-align: center;">Why Motivational Interviewing?</p> <ul style="list-style-type: none"> • Benefits of MI • Securing Buy-In • Organizational readiness
10:15 to 10:30 am	Break
10:30 to Noon	<p style="text-align: center;">Implementation Science:</p> <ul style="list-style-type: none"> • Stages of implementation • Traps to avoid / Lessons learned from other DOC's • Who will use it, When will they use it • How will they use it, Who must be trained? • Review of DE-DYRS training timeline for 2017
12 Noon to 12:45 pm	Lunch
12: 45pm to 2:00 pm	<p style="text-align: center;">Sustainability Efforts (Combatting the “extinction effect” for acquired skills)</p> <ul style="list-style-type: none"> • Coaching and feedback • Train-the-Trainer • Blended Learning & Communities of Practice (CoP) <ul style="list-style-type: none"> • Web Courses - start up and process • Small skills group – start up and process • PODS •
2:00 pm to 2:15 pm	Break
2:15 pm to 3:00 pm	<p style="text-align: center;">Fidelity Issues</p> <ul style="list-style-type: none"> • Are your staff actually delivering MI? • To what extent? With what quality? • How do they compare with other groups?
3:00 pm	Wrap-up

Spec 5.3.4

Bio: Michael D. Clark (MSW)

Michael has served as Senior Juvenile Probation Officer and Juvenile Court Referee in Lansing, Michigan. For the past 17 years Michael has directed the Great Lakes Training, Inc / Center for Strength-Based Strategies (www.trainMI.com). Mr. Clark is the co-author to the upcoming book "Motivational Interviewing with Offenders: Engagement, Rehabilitation and Reentry" to be published 2017 by Guilford Press as part of the new Miller-Rollnick series.

Listing of Train-the-Trainer Initiatives (for Motivational Interviewing) this Michigan-based Center has facilitated:

- Los Angeles County Probation
- Wyoming Department of Corrections
- Hawaii District - Federal Probation and Pretrial Services
- Utah Department of Corrections
- Montgomery County Juvenile Court – Dayton, Ohio
- Michigan Association of Community Mental Health Boards
- Brazoria County – Texas, Community Corrections Department
- Bay-Arenac Community Mental Health, Bay City, Michigan
- State of Nebraska – Youth Rehabilitation and Treatment Center
- South Central Behavioral Health Services – Kearney/Hastings, Nebraska
- Montgomery County Adult Community Corrections – Dayton, Ohio
- Arizona Department of Juvenile Corrections
- State of Idaho, Juvenile Corrections Department, Boise, Idaho
- Idaho Department of Adult Corrections, Boise, Idaho
- Nueces County Community Corrections – Corpus Christi, Texas
- Texas Dep't of Criminal Justice – Community Justice Assistance Division
- Starr Commonwealth – Adolescent Residential/ Community Programming, Albion, Michigan
- Mid-Plains Center for Behavioral Services – Grand Island, Nebraska
- El Paso Probation Department, El Paso, TX
- State of Hawaii - Oahu Juvenile Court / Child Protective Services, Honolulu, Hawaii
- Shelby County Juvenile Court - Memphis, Tennessee
- Nashville County Juvenile Court - Nashville, Tennessee
- State of Nebraska – Department of Correctional Services, Lincoln, NE
- Louisiana Department of Corrections
- State of North Carolina TASC (Treatment Accountability for Safer Communities)
- Lucas County Juvenile Court, Toledo, Ohio
- Montgomery CO Juvenile Court, Dayton, Ohio
- Pennsylvania Board of Probation and Parole, Harrisburg, Pennsylvania



Motivational Interviewing for Supervisors

Descriptions of Web Courses for Managers & Resources for Small-Groups (to build skills)

“Supervisor 5” - Five Web-based courses in Motivational Interviewing for Supervision and Managers

- **Comprehensive.** This is an extensive series of five (5) courses in the MI approach. The first web series in the USA of this size for managers and supervision.
- **Engagement.** Built with new software (2015) that is highly engaging – demanding constant interaction, matching, answering and decision-making by the person taking the course.
- **Take One or Use as a Sequence.** Based on the topics, you can take one module or move through the series. You decide. Test at the end of each course lets you know if you have mastered the content before you move on to the next course in the series.
- **Designed to Assist MI in your organization.** This series can be used by supervisors who want to learn to coach staff members or those who want to learn how to support coaches and effectively increase implementation / adoption efforts.
- **Unlimited Access for 1 Year.** All Supervisors / Managers can access courses as many times and as often as they need to for a full calendar year.
- **CEU's.** These courses are certified by NAADCA (substance abuse) and our Center will seek certification for any regional CEU's your court or agency may need.
- **Two Blended Learning Options:**
 - **Option A** -- Web courses are offered with small group resources for skill-building activities. Take a course individually – then meet with other managers to build skills in small group sessions. We offer tools for both.
 - **Option B** -- We also can arrange small “Pods” where supervision can be mentored by content experts using conference call technology (using a 1:1 ratio or a small group 3:1 ratio – three staff to each mentor).

Quick Guide to the “Supervisor 5” Web Courses and “Peer Group 5” Skill-building Resources

Module 1: Successful Implementation and Sustainability of Motivational Interviewing (MI) Practice / Learning Objectives:

1. Define and use the open systems model of organizations to locate Motivational Interviewing (MI) in the organizational environment.
2. List and define the six stages of implementation and apply them to the implementation of Motivational Interviewing.

Module 2: Modeling and Demonstrating MI for Staff / Learning Objectives:

3. Explore opportunities to model the use of Motivational Interviewing in a variety of supervisor/staff interactions.
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5. Clarify the overlapping roles of supervisor and coach.
6. List skill requirements for supervisors for evaluating MI with their staff.
7. Review the importance of the “four processes of MI” and their relevance for MI competence.
8. Demonstrate, and practice, skills necessary for basic competence in the evoking process of Motivational Interviewing.

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9. List the attributes of a good coach - take a longer look at coaching and list the goals and methods for helping staff acquire MI skills.
10. Examine the differences among those you will coach/supervise.
11. Describe how to create a “good enough” learning environment .
12. Describe some steps in the coaching process – demonstrate a typical coaching session.
13. Examine a list of skill deficits that are common to trainees.
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Module 5: Introduction to Coding Motivational Interviewing / Learning Objectives:

15. Review the benefits of coding.
16. Identify what a coder looks for. Will explain what observable interviewer behaviors coders look for and what “codes” those behaviors are given.
17. Explain the term “global measures” and look at what codes these measures are given.
18. Practice coding an actual motivational interview. Learn how coding is like grading an exam, only in this case, the staff submitting a tape does not get a letter grade but rather the coder assigns *a level of proficiency* to the interview.

“Peer Group 5” – Five Small Group Booklets for Small Group Skill Building

Companion Workbooks for these Web Courses - Used to implement small coaching groups to continue skills development for supervisor / managers.

- **Blended Learning.** These companion resources allow both classroom work and skills training.
- **Skill-Building.** Allows coaching and practice – critical to implementation.
- **Color-Coded.** Material is written so any group member can lead a group session; authored to accommodate rotating leadership or fixed leadership.
- **Trainer Assistance.** Small group content can lessen amount of lecture time, allowing for more skill-building during in-person training sessions.

Abstract:

We now have available *companion workbooks* for the existing Motivational Interviewing web modules. All of these companion resources carry the same titles as the Supervisor 5 web courses. This resource allows organizations to convene five (5) small group sessions for skill-building. These companion workbooks for small group application run in tandem to each of the 5 Supervisor web courses – synchronized with their content.

Workbook Sections:

- (1) A review of the web module’s objectives
- (2) Selection of key learning transfer points
- (3) Multiple efforts to practice key learning using: a) Discussions, b) Role plays, Real plays, c) Exercises, and, d/ Complete the Dialogue
- (4) Answer Keys

Color Coded Key

Our idea is to compose these companion workbooks to be as easy to use as possible. Recognizing that agency administrators are busy - often moving from one appointment or meeting to the next, we organize these companion resources in such a way that these workbooks can be picked up and read through by a group leader without a lot of preparation time. Multiple group leader configurations are possible: (a) Groups can be led by a trained Coach or MI Trainer, (b) groups can be fixed, where one supervisor is assigned to lead the group, or (c) groups can be led in a rotating fashion, where supervisors can take turns leading the sessions.

Color coded key that is used to structure and guide the hour-long session would include four sections:

Purple is what the “Leader” says. (You can also rotate who reads this if you wish.)

Orange contains special instructions for the “Leader” that don’t need to be read (but can be if you want).

Blue indicates section headings for each concept or skill being explored.

Yellow is for “doing” or “discussion” breaks that fall in the midst of a given exploration or exercise.

Green is the **Answer Key** on the final page(s) of the workbook.

CENTER FOR STRENGTH-BASED STRATEGIES
In-Person and Interactive Web Consultation Services

In-Person-Onsite and GoToMeetings™ Web Consults

Consultation Philosophy. Organizational readiness to support MI practice must be reviewed and in place. An MI implementation plan and sustainability strategies must be developed. Motivational Interviewing implementation evaluation (i.e., organizational supports, implementation and sustainability plan development) with baseline determination and periodic evaluations and course corrections determined by Consultant and P & P Training Coordinator.

MI would be ineffective when delivered with low fidelity. There is no minimum or sufficient “dose” of training to guarantee competence in MI. Therefore, it makes sense therefore to coach providers to criterion-based levels of skill rather than assuming that certain training experiences will be sufficient.

Since self-evaluation is unreliable, the only reliable way to document MI skillfulness is through fidelity assessments of actual practice. Establish a criterion performance level of proficiency for officers practicing MI and provide training, feedback, and coaching until each provider reaches it. Plan to document competency (“can you do it?”) and proficiency (“can you do it well?”) will be outlined. Officers who fall below a quality performance threshold can be given feedback and a corrective action plan with monitoring,

Reviewing deviations from fidelity to discriminate what is program ‘drift’ and what are promising innovations. Determine “healthy” compromise without undue deviations. Review findings and assess new directions between consultant and P & P Trainer Director as needed.

Organizational interventions that promote the uptake of MI in Corrections

Topics for CSBS support services:

- Training issues
- Communities of Practice (CoP) through small group skill building
- Coaching formats and schedules
- Train-the-Trainer issues and candidate selection
- Trainer curriculum review
- Coding, and quality assurance for MI-consistent practice
- Leadership support / supervision – manager issues
- Organizational support.
- Practical tips and traps for implementation and sustainability
- Hiring and IDOC Human Resource Services
- Consideration of annual staff performance evaluations

Added Features

- The CSBS will utilize GoToMeetings™ Web meetings on an annual calendar - quarterly basis (or monthly as requested by IDOC P&P Training Coordinator).
 - This service allows voice, video and screen sharing options.
 - An agenda will be sent prior to the established web meeting dates.
- A DropBox™ account for the IDOC P&P Training Coordinator will be established for easy transfer of documents, training videos, MINT articles, research summaries and monographs.
- During Training-4-Trainer initiatives, email, telephone and GoToMeetings™ along with DropBox™ services will be utilized for contact with the CSBS Coding Department (Rebecca DeCess, MSW) for tape submission and reports.
- Quarterly Web Course completion reports will also utilize the GoToMeetings™ and DropBox™ services will be utilized for contact with the CSBS Coding Department (Frances A. Clark, CSBS Manager). Telephone and email contact utilized as well.
- Updates on MITI 4.0 Coding as well as other possible MI Fidelity tools as they become available. <http://www.icmi-conference.org/>
- “MI Supervisor 5” Web Courses can be utilized for MI Trainers, Supervisors and P&P Training Director. Please refer to “MI-5” description of topics on the following page.

“Supervisor 5” Web Courses available to assist Interactive Web Consultation

Module 1: Successful Implementation and Sustainability of Motivational Interviewing (MI) Practice / Learning Objectives:

1. Define and use the open systems model of organizations to locate Motivational Interviewing (MI) in the organizational environment.
2. List and define the six stages of implementation and apply them to the implementation of Motivational Interviewing.

Module 2: Modeling and Demonstrating MI for Staff / Learning Objectives:

3. Explore opportunities to model the use of Motivational Interviewing in a variety of supervisor/staff interactions.
4. Practice techniques for demonstrating motivational interviewing skills to help staff resolve ambivalence about full commitment to gain MI proficiency.

Module 3: Coaching the Key Skills of Motivational Interviewing / Learning Objectives:

5. Clarify the overlapping roles of supervisor and coach.
6. List skill requirements for supervisors for evaluating MI with their staff.
7. Review the importance of the “four processes of MI” and their relevance for MI competence.
8. Demonstrate, and practice, skills necessary for basic competence in the evoking process of Motivational Interviewing.

Module 4: Small Groups – Practice Methods for Skill Building / Learning Objectives:

9. List the attributes of a good coach - take a longer look at coaching and list the goals and methods for helping staff acquire MI skills.
10. Examine the differences among those you will coach/supervise.
11. Describe how to create a “good enough” learning environment .
12. Describe some steps in the coaching process – demonstrate a typical coaching session.
13. Examine a list of skill deficits that are common to trainees.
14. List the possible settings for conducting a coaching session.

Module 5: Introduction to Coding Motivational Interviewing / Learning Objectives:

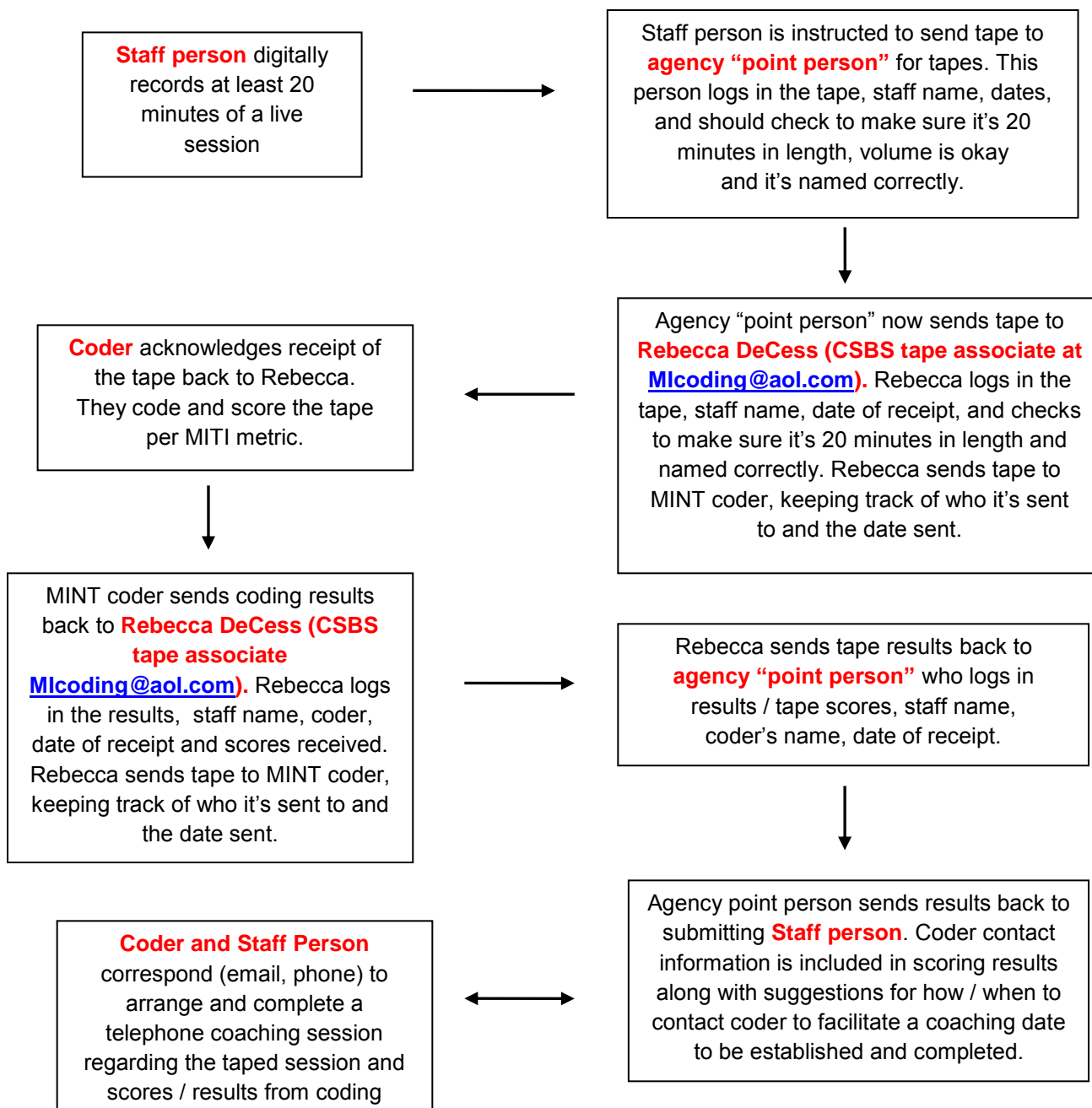
15. Review the benefits of coding.
16. Identify what a coder looks for. Will explain what observable interviewer behaviors coders look for and what “codes” those behaviors are given.
17. Explain the term “global measures” and look at what codes these measures are given.
18. Practice coding an actual motivational interview. Learn how coding is like grading an exam, only in this case, the staff submitting a tape does not get a letter grade but rather the coder assigns *a level of proficiency* to the interview.

Spec 5.4 and 5.5

Motivational Interviewing Support

Process Protocol for Coding and Feedback of Digital Audio Recordings: Explanation of Coding Procedures for Digital Audio Recordings

TAPE ASSOCIATE: Rebecca DeCess, MSW, Center for Strength Based Strategies
Phone: 517-204-5375 / fax: 517-913-6074 / email micoding@aol.com



Motivational Interviewing Support

Digital Audio Recordings

Recording Practice Sessions for Coding and Feedback

Rebecca DeCess, MSW
Center for Strength Based Strategies
872 Eaton Drive
Mason, Michigan 48854

Phone: 517-204-5375
fax: 517-913-6074
email micoding@aol.com

Explanation of Coding Procedures For Digital Audio Recordings

- A. There are two selections for “who” to tape:
 - 1) One tape must be yourself interviewing an actual client. Taping the actual client is done with a “release of information to allow audio-taping for educational purposes.” You sign and the client signs. This release can easily be rescinded at any time *by either party*.
 - 2). You may also record one session with a friend, family member or co-worker if you ensure two parameters are met:
 - A). This person should not be trained in Motivational Interviewing
 - B). This person should share a “real” issue from their own life that they feel ambivalent about.
 - A health-behavior change is the best topic. (i.e., quitting smoking, working out, losing weight, healthier diet, starting or stopping a medication, following a health plan, etc.).
 - Try not to use an ambiguous topic of “whether I should retire” or “whether I should buy a new car.” These types of “targets” don’t have clear sides of “healthy” and “unhealthy” like health-behavior change issues do.
 - Contact your local coding liaison person and this person will send you the necessary release form if you choose to tape a client. **Remember that the research notes higher tapes scores are usually obtained with real clients! Consider completing all of your tapes with actual clients.**
- B. Explanations are given to the Client at the time this release is to be signed describing that the taping is not for agency (or court) review (or for any

other legal/community service/governmental entity) but is entered into only for educational and training purposes.

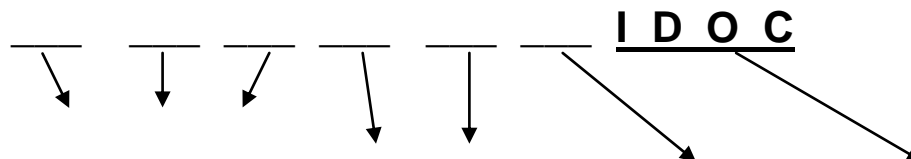
- C. Department purchases a digital recorder (\$60 avg.). There are many digital recorders that only have internal memory. Don't access these types. You must purchase one that allows the recording to be transferred into a computer via a USB cable link.
 - The digital recorders manufactured by Sony has proprietary software and that forces you to take extra steps to change files into Windows® Media Audio (.wma) format which can then be emailed.
 - I recommend purchasing the Olympus brand recorders. They sell for approx. \$50 to \$70 at Best Buy, Radio Shack or any of the electronic department stores. The Olympus brands record directly into .wma format (.wma = Windows® Media Audio).
- D. Sessions are recorded simply by placing the digital recorder between the staff and client (person being interviewed).
 - Make sure the Olympus recorder is set for "HI" microphone sensitivity, which is the mode that allows the recorder to record sounds in all directions. (The "LO" setting only picks up sound in one direction, better suited for dictation).
 - If the recorder is placed directly on the table, it often records table vibrations. It's helpful to place the recorder on a book or a small stack of files.
 - Recorders have built in microphones. Some brands sell external microphones but they are usually sold separately are generally not needed.
 - Do a "dry run" in any office, positioning two people where the client and counselor would be located. Record a short span of conversation and see if the audio pick up can be done to for an acceptable play back level. Have the test participants purposively range their voices using both soft and normal levels. Many tapes come in to us with ambient noise in the background which makes it hard for Coders to hear the participants. Keep extraneous noise to a minimum. *Do a short test tape!*
- E. Remember a couple of important issues:
 - Many tapes don't yield the best feedback/coaching because the counselor was unable to focus on a *single change issue*. Coders will complain to me that the session was "all over the map" and they find it too difficult to identify the MI skills when there are too many topics discussed. Try to focus on one change issue before turning on the tape, or, be sure to narrow down your interchange during your interview.
 - A "full" tape is 20 minutes long. That is, you can record more than 20 minutes but only 20 minutes will be coded. You must be strategic for when you turn on the tape, as Coders will only code THE FIRST 20 MINUTES of a tape and ignore the rest.

- Another issue for not recording too far beyond 20 minutes is that the file becomes very large and will take a long time to upload and download. Try to keep them as close to 20 minutes as possible.
- Please do not send it tapes of less than 20 minutes. A proficiency ranking is needed and 20 minutes is necessary to make a determination.
- It helps my Coders if you would record just a minute or two of explanation regarding the session you'll be taping. Quick information, such as, "who" the client is and a brief sketch of why your meeting with them. Any noteworthy information is helpful. You can do this before the client arrives.
- F. How to label (name) tapes
 - A digital tape, when uploaded into your computer from the digital recorder becomes a "new file" and will act like any new document file—it will have to be "named" before you can "save" it on your computer's hard drive.
 - When you name a file (digital tape), do so with this protocol:
 - Use your initials first (If I was the interviewer, then I would list my initials of "MDC" – Michael Duane Clark)
 - Use your client's initials second (If I was seeing John Doe, then I would list the client's initials, "JD") without any middle initial.
 - The number of the recording is third ("1") with no spaces or hyphens. So if this is my first tape submission I would list it as "1" the second tape I send in would be labeled "2" to show sequence.
 - Your MI Initiative initials are then listed last. If I were part of your MI initiative, the initials I would use would be "**IDOC**" which falls last in this acronym string as an agency identifier.
 - So, for my example recording, using these three identifiers, I would label my 20 minute recording as such: MDCJD1IDOC
 - For your training initiative, your three letter agency identifier is : **IDOC**
- G. Once the session has been completed, the audio file is uploaded into a department's computer via USB port connection.
 - Remember to remind staff that during a session, they should wait to turn on the recorder until a behavior change issue might begin to be discussed.
 - Twenty (20) minutes of counselor/Client dialogue is considered a "full" session for coding. Remind staff to use this recording time judiciously.
- H. A protocol has been agreed upon for both "who" and "how" a tape is handled. The "route" of a tape will be explained by your IDOC point person.
 - File is sent via the uploading/downloading file transfer service www.hightail.com addressed to our Center Associate, Rebecca Decess, MSW, at the email address of: MIcoding@aol.com
 - This upload/download file transfer service (www.hightail.com) is a free service which is encrypted and very safe for confidential file transfer. The banking industry uses this type of encryption.

- This service allows you to send large files but please try to keep them to 20 minutes.
 - Rebecca will send the file to a coder (MINT status MI trainer who has completed training—Motivational Interviewing Treatment Integrity MITI Coding System—and holds proficiency as an MI “coder”).
 - This coder reviews the audio tape, summarizing the content and (in some instances) offering commentary. It is returned to your department contact person.
- I. Coder sends back an Excel® spreadsheet via email attachment that lists a summary of various behavior/response counts from session content. (i.e., reflective statements, resistance-lowering techniques, change talk, MI-adherent responses, etc.)
 - All coders offer coaching from the session recording which includes suggestions to the submitting staff person regarding session content.
 - This feedback may be generalized (pro’s and con’s of the session) or specific to a juncture in the dialogue (For example: “You might have tried to use a “key question” here instead of a amplified reflection.”)
 - J. Here are the two criteria you should meet before you submit a tape:
 - 1] Your tape should be imported into your computer and named correctly. If I was part of this **IDOC** initiative and I (Michael D. Clark – “MDC”) was submitting my first tape (“1”) done with an offender (John Doe “JD”), then my tape should be named **MDCJD1IDOC**. There should be no other letters, numbers or symbols to this tape name!
 - 2] You should be able to save this audio file to your computer’s hard drive. Then, you should be able to open it, and play it, using Windows Media Player® which is standard software on any computer with a Windows® operating system. If you can open your audio file, start it playing on your computer with Windows Media Player® and you can hear both you (staff) and your client, then this tape is “good” and it can be sent in for coding. You need to be able to hear both the staff person and the client clearly or our coders will not be able to hear them either.
 - 3] If your tape has not been returned in 10 to 14 days, please check on it with your local coding liaison person. We don’t want your tape to get lost so please call your local person or call our Michigan coding person, Rebecca DeCess, MSW.
 - 4]. Remember, you’re part of the GEOR initiative. No other name should be used as an identifier.

Please list audio file name with only ten (10) spaces:

Coding protocol – Center for Strength-Based Strategies



Correct sequence is: your three initials, the client's two initials, the tape number & IDOC

PLEASE CONTACT REBECCA DeCESS AT THE CENTER FOR STRENGTH-BASED STRATEGIES IF YOU HAVE ANY QUESTIONS.

TIPS FOR TAPING: Considerations for increasing your tape scores

- When considering a person to use for your tape, remember that on a 1 to 10 scale, it's wise to pick a "6-8" behavior:
 - A "10" would be something too personal or private
 - (e.g. cheating on my spouse);
 - A "1" would be something too inconsequential
 - (e.g. putting my on my right shoe before my left).
- It must be the client's behavior, not that of others.
- It must be a behavior that they desire, should or need to change, but have not yet changed—they're still struggling with it. Don't choose something they've already changed and now need to "stick with it."
- Try to avoid a "decision" — (e.g., whether to retire, whether to buy a car). It need to be a behavior change.
- Try to use a health behavior change (e.g., dieting, working out more, eating a healthier diet, quitting smoking, staying with a med, getting off a med, etc). They work the best and give you the best chance to demonstrate your MI skills. When you use other issues, (e.g., buying a car) it does not give you the healthy/unhealthy continuum that is truly needed demonstrate MI
- In early tapes, without a true behavior change issue, the tape resembles good "client-interviewing skills" where the staff and client keep going round-and-round the same content, (client talks, staff reflects, client talks, staff reflects, etc.) since there's no behavior change issue on the table for the staff to demonstrate their skills at influencing change talk and commitment talk. Remember, identify the target behavior!
- Pick your person / tape carefully. Try to find a person to interview who has some anxiety or angst, or someone who really (really) feels ambivalent about the health behavior change.
 - Sometimes it's resistance or a deep anxiety within the client that assists a good tape. That sounds counter-intuitive but it's true. Don't select an "easy" client who is agreeable. Much harder to show your skills.
 - The desire to find an easy issue to work with, or not putting enough work into finding someone who is truly laboring in ambivalence or angry-resistant about a decision or services will often backfire –have an opposite effect.

- Easy topics often score low since you didn't have the best topic and strong-enough feelings within the client that could have helped you to demonstrate your MI skills
- Someone new to you is the most likely candidates for a successful MI interview – not someone you know well. As with clients, someone who you already have an ongoing relationship with present two kinds of problems:
 - 1) in a good relationship, you are unlikely to have to demonstrate the relationship-building skills in a good MI interview – it's already present;
 - 2) if the client is already actively pursuing a plan, there is no opportunity to explore and resolve *ambivalence*, the purpose of an MI interview;
 - Alternately, with a person you know who you have a poor relationship with, it is doubly hard to remain MI Adherent and avoid falling into motivational traps.

ADDITIONAL TIPS

- Talk less than the client
- Reflections should be your most common response to what the client says
- Reflect twice for every question you ask. Early tapes have way too many questions
- Use mostly open-ended questions when you do ask them.
- Use complex reflections more than half the time (rephrase with the emotion)
- Avoid getting ahead of the client's level of readiness
 - Warning
 - Confronting
 - Giving advice w/o gaining permission first.
 - Taking up only the "good" or healthy side of their ambivalence

Considering when, in general, MI is most useful:

- When the goal is an observable behavior change. MI is a tool for increasing motivation around change. If your goal is primarily to educate, provide information, or gather information, MI is not necessarily the tool to use. Many of the basic listening skills may be helpful, but the "directional" components of MI are less applicable.
- When the person is more resistant, angry, or reluctant to change. Though I often hear counselors say that they plan to use MI on their easy clients, the research suggests just the opposite. Research indicates that easy clients tend to do well no matter what style

you use, but more resistant clients benefit more from an MI approach (relative to educational or confrontational approaches). MI was designed for clients who are more reluctant to change. When clients are doing well, want your advice, or simply need help with planning, a direct style may be more useful.

- When the counselor can separate him/herself from the client's attitude, actions, or consequences. As every successful staff person knows, the first step in working successfully with anyone is to separate yourself from the client's own choices. Though you are very willing to assist the person through referrals, advice or assistance, there ought to be a clear understanding that it is the client's responsibility to take action –or not.

As the session begins:

- What is my purpose in this session
- What is the client coming in to work on today?
- Is my purpose congruent with the client's objectives?
and/or
- What is the client hoping to achieve by coming to you?
and/or
- What is the purpose of the visit from the client's point of view?
- What change is the client looking for and am I listening for and eliciting change statements?

During the session as you listen and interact:

- What was the purpose or goal of that utterance I just delivered to the person?"
- Am I trying to focus on their own agenda or listening to the client?
- Am I trying to listen for and recognize change talk?
- Am I trying to give advice or elicit the client's own ideas?
- Am I trying to develop discrepancy with the client's values and goals in mind?
- Am I trying to argue for change?
- Am I trying to encourage and support self-efficacy?
- Am I trying to demonstrate understanding without judgment?
- Am I trying to guide the client to focus on the ambivalence rather than avoid it?
- Am I trying to be compassionate in my reflections and/or questions?

(D. Wright – 2011)

BUILD • MOTIVATION

GREAT LAKES TRAINING, INC | THE CENTER FOR STRENGTH-BASED STRATEGIES



Web Course
Author and Training
Consultant:



**Michael D. Clark
(MSW)**

Michael has served as a senior probation officer and court magistrate, and for the past 15 years he has directed the Center for Strength-Based Strategies. Michael was an invited guest speaker to the United Nations Office on Drugs & Crime (UNODC) for a world-wide gathering in Salvador, Brazil. His Michigan-based Center has provided extensive train-the-trainer initiatives in Motivational Interviewing to over 18 different courts, agencies and State DOC's. He has provided onsite technical assistance for governments and private agencies throughout North America, Europe, Australia / NZ and the Pacific Rim.

Phone:
(517) 244-0654
Email:
buildmotivation
@aol.com

IMPLEMENTATION & SUSTAINABILITY PLANS for Motivational Interviewing (MI)

All Onsite and Web Course Trainings are
NAADAC Approved for CEU's



ONSITE



TRAINING

- Motivational Interviewing Fundamentals Training – 2 full days
- Motivational Interviewing Advanced Training – 2 full days
- Motivational Interviewing Train-the-Trainer Initiatives (training, tape coding, instructor-training session, trainer resources)
- MI Booster sessions for staff and/or MI trainers / 1 or 2 full days



BLENDED



LEARNING

- 20 Motivational Interviewing Web Courses – “MI-20”
- 20 Small Group Coaching Resources – “Peer Group 20”
- Motivational Interviewing Treatment Integrity (MITI 3.1) – Coding of audio tapes, spreadsheet scores returned and follow-up telephone coaching
- “MI PODS” – Coaching by experts via web-cams or telephone conference calls (3 staff to 1 coach ratio)

Discounts for group sign ups

Contact the Center for Strength-Based Strategies

(517) 244-0654

www.buildmotivation.com

Spec 5.7



WEB COURSE BENEFITS

PAST CONTRACTUAL CONSULTATION/TRAINING PROVIDED TO *(selected list)*:

Puerto Rico Addiction Technology & Transfer Center (ATTC), San Juan, P.R.

US Dep't of State (Mediterranean Section) - United States Embassy - Malta

US Department of Justice - Office of Justice Programs (OJP)

US Department of Health & Human Services (DHHS)

United Nations Office on Drugs & Crime (UNODC), Salvador, Brazil

Superior Court of Guam - Agana, Guam

New Zealand Office of Children, Youth and Family (CYF), Wellington, NZ

American Probation & Parole Association - (APPA)

Northwest Frontier Addiction Technology Transfer Center - Portland, Oregon

Brisbane Center for Strengths Based Practice, Brisbane, Australia

Correctional Services of Canada

State Department of Corrections-Community Corrections-Kansas
 -Oklahoma -New Hampshire
 -Wisconsin -Michigan
 -Wyoming -Louisiana
 -Utah -Idaho

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Center for Substance Abuse Treatment (CSAT)

National Council of Juvenile and Family Court Judges - (NCJFCJ)

Mid-Atlantic Addiction Technology Transfer Center (ATTC) - Richmond, VA

American Correctional Association (ACA)

Hunter Institute of Mental Health, Newcastle, (New South Wales) Australia

Michigan Association of Mental Health Boards (MACMHB)

Pennsylvania Board of Probation & Parole (PBPP)

University of Hawaii / Oahu Juvenile Court - Manoa Campus (Honolulu, HI)

Los Angeles County Probation (Juvenile Probation & Facilities)

US Department of Health- Family and Community Violence Prevention Program

Native American Alliance Foundation, Albuquerque, New Mexico

Robert Wood Johnson Foundation - "Reclaiming Futures"

Center for Substance Abuse Treatment (CSAT)

Substance Abuse & Mental Health Services Administration (SAMHSA)

- **New Learning.** Staff unfamiliar with Motivational Interviewing can gain an extensive foothold of knowledge and know-how by accessing this series.
- **Continued Learning.** Has your staff had the opportunity to access training in MI? Then don't lose the momentum or learning transfer gained from past attendance. Continue the attention and keep staff focused.
- **Follow Up.** No one wants to throw away training dollars, but let's face it—it's hard to continue learning experiences once an onsite training wraps up. Remember, an "extinction clock" starts ticking as soon as training ends and newly acquired skills are threatened if there's no follow up. Web courses are an excellent way to fortify skills and keep the momentum.
- **Coaching & Training.** With the Peer Group 20 added for small skills groups, if your agency has MI trainers onsite, then leading these groups improves their skills for both coaching and stand-up training. If not MI Trainers, then select staff can be helped to learn how to be your onsite coaches.
- **Not a rehash of business-as-usual.** Many courts and agencies are familiar with web-based Continuing Education Units (CEU's) but first generation materials are often presented in a boring format. "Pages of block text followed by a test" is the best way to describe what many are accustomed to. No more. These new web courses are dynamic and engaging, written and produced in a brand-new software format that renders this old CEU pages-of-text style obsolete. Comments have included, "interactive," "unbelievable" "visually-appealing," and "I didn't know web courses could be presented like this."
- **Time.** Being "too busy" is always a realistic threat to new learning. These courses can be taken whenever the time's right for a staff person's busy schedule
- **Ease of access.** Supports PC or MAC. Courses can be taken via a computer at work, a home computer, laptops, iPad or Tablets and smartphones are all accessible.
- **Receive CEU's.** Does your staff have requirements to complete Continuing Education Units (CEU's) on a quarterly or annual basis? If so, let us know your requirements so these courses can be authorized and accepted by your certifying organizations.
- **Reduced distractions to agency operations.** Reduce the length of in-person (classroom-based) training time needed by having staff complete these multiple courses prior to the importation of onsite training. Inform your consultant/trainer of this web-based series so they can tailor their training to synch up with these web-courses.
- **Corrective feedback.** While it's true that web-based content cannot teach skills, it is also true that this new generation of web-course software can offer immediate, corrective feedback. Students are told "why" their answer was right or alternately have explained "why" their answer was wrong. This avoids the "learn-wrong - do wrong" that plagued earlier generation software that displayed pages of text with no oversight.
- **Accurate Information.** It's been said the web can "carry brilliance or it can carry trash." A phrase to convey the internet can obscure mediocre or second-rate work. You need to know "who" you're accessing as someone can "read the book" and start peddling web courses. Mel Brown & Associates has turned to members of the Motivational Interviewing Network of Trainers (MINT) for a proven training source that you can trust.
- **Complete Information.** Some web-based sources will offer either a single hour-long course in Motivational Interviewing or attempt to cover a topic this broad in four or five courses. Gain access to one of the most extensive series now published in our corrections field - twenty (20) courses in all - that offer a thorough examination of Motivational Interviewing.

Contact APPA or the Center for Strength-Based Strategies

(517) 244-0654

www.buildmotivation.com



Outline of Modules for the *Buildmotivation.com* Website
Motivational Interviewing Web-Based Course Content
20 Modules for Motivational Interviewing

Quick Guide of the 20 Module Topics

- Module 1: Introduction to Motivational Interviewing
- Module 2: The Spirit of Motivational Interviewing
- Module 3: The Four (4) Processes and Three (3) Styles of Motivational Interviewing
- Module 4: The Four (4) Principles of Motivational Interviewing
- Module 5: Client-Centered Counseling Skills (I): Open Questions and Affirmations
- Module 6: Client-Centered Counseling Skills (II): Reflections
- Module 7: Client-Centered Counseling Skills (III): Summaries
- Module 8: Resistance Examined: New Tools for an Old Problem
- Module 9: Recognizing and Eliciting Change Talk
- Module 10: Developing Discrepancy
- Module 11: Responding and Reinforcing Change Talk
- Module 12: The “Semi-Directive” Nature of Motivational Interviewing: Summaries & Directive Reflecting
- Module 13: From Evoking to Planning: Change Planning with the Client
- Module 14: Strengthening Commitment – Supporting Action towards Change
- Module 15: Another Look at Resistance: Responding to Sustain Talk and Discord
- Module 16: Problem Discussions, Giving Advice and Exchanging Information with a
- Module 17: Navigating the Tough Times: Working with Deception, Breaks with Agency Mandates and Sanctions (Denial or Withdrawal of Services)
- Module 18: Learning Motivational Interviewing - Experiencing A New Approach to Service Delivery
- Module 19: A Deeper Look at Engagement and Focusing: Learning How to *Walk Together - Towards the Same Destination*
- Module 20: From Start to Finish: Putting Motivational Interviewing Into Practice

Modules and Descriptions

Module 1: Introduction to Motivational Interviewing

- ❖ Introduction, who should participate in this web course?
- ❖ What Is Motivational Interviewing (MI)
- ❖ Why Do People Change? – Why People Do Not Change?
- ❖ When Do People Change?
- ❖ What is unique about MI
- ❖ What Do We Control?
- ❖ Exercise: Most Influential Person
- ❖ Effective & Ineffective Motivators

- ❖ Why is This Approach Called “Motivational Interviewing?”
- ❖ Motivation: What Comes To Mind? - Aspects of Motivation
- ❖ The MI approach: Collaboration instead of confrontation
- ❖ The MI approach: Evocation instead of instilling
- ❖ Finally! A Real Technical Definition of Motivational Interviewing
- ❖ Some Misconceptions and Myths of Motivational Interviewing
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 2: The Spirit of Motivational Interviewing

- ❖ The 4 elements that comprise the Spirit of Motivational Interviewing (PACE)
 - Partnership
 - Acceptance
 - Absolute Worth
 - Autonomy / Support
 - Affirm
 - Accurate Empathy
 - Compassion
 - Evocation
- ❖ The Difference Between An Interview That Has The “Spirit Of MI” And One That Does Not
- ❖ The “Myth” of the Unmotivated Client
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 3: The Four Processes and Three Styles of Motivational Interviewing

- ❖ The Four (4) Processes That Comprise a Motivational Interview
 - Engage
 - Focus
 - Evoke
 - Plan
- ❖ A “Typical” Sequencing of an Motivational Interview
- ❖ The Three (3) Style of MI
 - Directing
 - Guiding
 - The Primary MI Style
 - Following
- ❖ What Makes an Ideal Guide?
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 4: The Four (4) Principles of Motivational Interviewing

- ❖ A Review Of The Five Dimensions Of Human Motivation
- ❖ A Review Of The Four Dimension of MI Spirit
- ❖ The Four (4) Principles

- Express Empathy
- Develop Discrepancy
- Roll with Resistance
- Support Self-Efficacy
- ❖ “Red light/green light” – steering our responses according to client responses
- ❖ Ambivalence is normal –look for it, help the client respect their own ambivalence
- ❖ Readiness to Change –Importance and Confidence Scaling
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 5: Client-Centered Counseling Skills (I): Open Questions and Affirmations

- ❖ A Review of the Four (4) Principles of Motivational Interviewing
- ❖ O.A.R.S / Who talks more, staff or client?
- ❖ Open Questions increase client dialogue and exploration
- ❖ Identifying open and closed questions
- ❖ Converting closed questions to open questions
- ❖ Affirmations highlight client strengths and confidence for change
- ❖ Validating and re-framing: finding affirmations the client doesn’t see.
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 6: Client-Centered Counseling Skills (II): Reflections

- ❖ A Review of the Four (4) Elements of the Spirit – and the Four (4) Processes of Motivational Interviewing
- ❖ The Skills of MI: Reviewing Open-Ended Questions and Affirmations
- ❖ The Importance of Listening
- ❖ Reflections: The Art of Reflective Listening
- ❖ The Three (3) Types of Reflections:
 - Repetition,
 - Simple-Paraphrase,
 - Complex
- ❖ Reflections: Think of a Mirror
- ❖ Hypothesis testing
- ❖ Matching Exercise: Reflective Responses to Sentence Stems
- ❖ Some Cautions to Consider
- ❖ The Twelve (2) Roadblocks to Listening
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 7: Client-Centered Counseling Skills (III): Summaries

- ❖ Collecting Summaries: The “bouquet”
- ❖ Linking Summaries: The “tie in” to previous statements
- ❖ Transitional Summaries: The “threshold” to next steps
- ❖ Practice, Practice, Practice: Exercises to Improve The Skill of Summarizing

- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 8: Resistance Examined: New Tools for an Old Problem

- ❖ A Review of the Four (4) Processes and the Four (4) Principles Of Motivational Interviewing
- ❖ Rolling with Resistance
- ❖ Recognizing and Responding to Resistance Using an MI Style
- ❖ The Two Directions: Towards-For Change and Away-Against Change
 - Human Motivation is Not a Yes/No Issue
 - Motivation and Client Speech
 - Avoiding Argumentation (Miller quote)
- ❖ Resistance – A Staff Person’s Problem?
- ❖ The Righting Reflex: Our Tendency to Correct and “Make-Better”
- ❖ Responding to Resistance
 - Practice Examples
- ❖ Sustain Talk and Discord
- ❖ The Five (5) Resistance Lowering Techniques
 - Reflective Listening
 - Amplified Reflection
 - Double-Sided Reflections
 - Shifting Focus
 - Emphasizing Personal Choice and Control
- ❖ A Little Practice and Summary/Review
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 9: Recognizing and Eliciting Change Talk

- ❖ Identifying types of Change Talk: DARN-C
- ❖ Needle in the Haystack – Picking change talk out of ambiguity
- ❖ Using OARS to elicit and highlight change talk
- ❖ Open Questions - Asking for elaboration
- ❖ Reflecting – Client hears their change talk for a second time
- ❖ Affirming – Importance (DARN) or Commitment
- ❖ Summaries- Client hears change talk, importance or commitment for a third time
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 10: Developing Discrepancy

- ❖ Review of Module 8 – Recognizing and Eliciting Change Talk
 - DARN – Commitment Change Talk
 - Matching Exercise for Review
- ❖ Behavior vs. Values: Creating or Heightening Internal Conflict to Enhance Motivation
 - Pros/Cons, Benefits/Costs - the order in which we ask will make a difference.
 - Decisional balance exercise

- Looking forward/looking back
- Querying Extremes: best hope/worst fear
- Open Questions and Reflections instead of warnings or advice
- ❖ Identify better/worse responses - changing not-so-good to better
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 11: Responding and Reinforcing Change Talk

- ❖ Building Motivation: Deepening DARN Talk
- ❖ A Collaborative Dance
- ❖ Keeping the Dance Going
- ❖ Recap of All DARN Talk
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 12: The “Semi-Directive Nature of Motivational Interviewing: Summaries & Directive Reflecting

- ❖ Directive Skills and Strategies of Motivational Interviewing
 - MI is Both Client-Centered *and* Directive – Normally these terms are not paired together
 - Open Questions that are directive
 - Affirmations that are directive
 - Reflections that are directive
 - Summaries that are directive
- ❖ Using Summaries to Direct
- ❖ Matching Exercise: Practice, Practice, Practice using Exercises to show the power of summaries
- ❖ Reflection is Direction! – What are they? Why use them?
- ❖ Using Directive Reflections for the Four (4) Processes
 - Engaging
 - Focusing
 - Evoking
 - Planning
- ❖ Reflections that assist other MI strategies
 - consolidate commitment
 - “protecting the negative”
- ❖ Summary: The Semi-Directive Nature of Motivational Interviewing
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 13: From Evoking to Planning: Change Planning with the Client

- ❖ Assessing Readiness - Transitioning from Evocation Process
- ❖ Evoking goals, evaluating supports and barriers

- Key Question
- Menu of Options
- Giving Information and Advice
- Negotiating a Plan
- ❖ Addressing barriers and planning next steps
- ❖ Manageable steps that take barriers seriously
- ❖ Change planning worksheet
- ❖ Identifying timelines acceptable to client
- ❖ Consolidating Commitment
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 14: Strengthening Commitment – Supporting Action towards Change

- ❖ Mobilizing Change Talk *Has To Do With Doing*
- ❖ Implementation and Evoking Targets
- ❖ Covert Commitment – Strengthen it
- ❖ Always Remember to Explore Reluctance
- ❖ Support Persistence
- ❖ Utilizing “Flexible Revisiting”
 - Replanning
 - Reminding
 - Refocusing
 - Rengaging
- ❖ Summary
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 15: Another Look at Resistance: Responding to Sustain Talk and Discord

- ❖ How Motivational Interviewing Views the term “Resistance”
 - Sustain Talk
 - Discord
- ❖ How To Respond to Sustain Talk
 - Straight reflection
 - Amplified reflection
 - Double-sided reflection
- ❖ Strategic Responses
 - Emphasizing autonomy
 - Reframing
 - Agreement with a twist
 - Running head start
 - Coming alongside
- ❖ Discord
- ❖ Smoke Alarms
 - Defending
 - Squaring off
 - Interrupting

- Disengagement
- ❖ How staff can Contribute to the Problem
- ❖ Sources of Discord
 - Engaging, focusing, evoking, planning
- ❖ Responding to Discord

Module 16: Problem Discussions, Giving Advice and Exchanging Information with a Motivational Interviewing Perspective

- ❖ Why not give advice?
- ❖ Some Common Traps
- ❖ Principles of Good Practice
- ❖ Giving information or advice via the Motivational Interviewing Style
 - Three types of asking permission
 - Elicit – Provide – Elicit (EPE)
 - Practice exercises for EPE
- ❖ Three Important Topics
 - Offering Advice
 - Self-Disclosure
 - Routine Assessment and Feedback
- ❖ Summary
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 17: Navigating the Tough Times: Working with Deception, Breaks with Agency Mandates and Sanctions (Denial or Withdrawal of Services)

- ❖ Encountering Lying and Deception in Agency Work – An Motivational Interviewing Perspective
- ❖ Why Do People Lie?
- ❖ What Can Be Done About It?
- ❖ Addressing Violations of Agency Rules/Mandates
- ❖ Explain the Dual Role
- ❖ Be Clear About the Sanctions
- ❖ Address Behavior With an “Even Keel” Attitude
- ❖ When the Client Denies the Break with Program Mandates
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 18: Learning Motivational Interviewing - Experiencing A New Approach to Service Delivery

- ❖ The Value of Coding: Am I really doing Motivational Interviewing?
- ❖ The Value of Coaching Groups: You can go faster as an individual but in a group you can go farther
- ❖ The Value of Feedback: What can you learn in the dark?
- ❖ What Should People Know To Say They are “Trained in MI”
- ❖ Impediments to Learning and Practicing MI
- ❖ Summary

- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 19: A Deeper Look at Engagement and Focusing: Learning How to *Walk Together* - Towards the *Same Destination*

- ❖ Engagement and Disengagement: We’ve Known Both
- ❖ Some Interviewing Traps
 - Assessment Trap
 - The Expert Trap
 - The Premature Focus Trap
 - The Labeling Trap
 - The Blaming Trap
 - The Chat Trap
- ❖ Factors that Influence Drawing Clients Closer or Pushing Them Away
- ❖ Three Sources of Focus
 - The Client
 - The Setting
 - The Staff Person’s Expertise
- ❖ Staff Issues to Consider in Focusing
 - Tolerating Uncertainty
 - Sharing Control
 - Searching for Assets and Finding Doorways for Change
- ❖ Three Focusing Situations
 - Clear direction
 - Choices in Direction – Need for Decisions
 - Unclear Direction – Explore and Orient
- ❖ Summary
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to proceed to next module in sequence

Module 20: From Start to Finish: Putting Motivational Interviewing Into Practice

- ❖ Phase I: Building Motivation to Change
- ❖ Phase II: Moving From Motivation to Commitment
- ❖ Adapting Motivational Interviewing to Different Kinds of Interviews
- ❖ Managing Time Constraints
- ❖ EXAM – 10 items (true/false, multiple choice, “choose all the fit,” fill-in-the-blanks, “missing word,” etc.) with 70% correct necessary to finish this sequence of courses for full completion

Center for Strength-Based Strategies / Great Lakes Training, Inc. Motivational Interviewing Web Course Initiative Course Instructions

STEP (1): Name a Facilitator on Your End

Due to the volume of agencies and state departments we work with, we ask that *one person* from your organization be named as the staff person in charge to facilitate this Motivational Interviewing Web Course Initiative (WCI). This person will be responsible for all dissemination of information within and across your agency and will act as the “go-between” between your agency and our Center.

STEP (2): Send Us the “Who” – Send the Names of Staff Who Will Be Taking Part

The contracting agency must identify all employees/staff members whom they wish to participate in this web course initiative. The contracting agency will send the staff list of each person’s (1) name and (2) work email address to our Center Manager, Fran Clark at clarktraining@aol.com.

STEP (3): Once You Send The Info - Registration Can Occur Quickly

CSBS will authorize all individuals from your list of employees. In most cases, we may be able to register your group in a very short turn-around time.

STEP (4): We’ll Send User Names, Passwords and Participant Instructions for Each Participating Staff Member Back to Your Facilitator

CSBS/Fran Clark will return user names and passwords to your facilitator. A six (6) page document listing “participant instructions” will also be sent to your facilitator. All three of these (username, password and instructions) will need to be distributed to each staff person.

STEP (5): Once Staff Receive User Name and Password, the Web Course Initiative Begins

At the time your facilitator receives user name and password list – as well as the “participant instructions” --- your staff can begin taking the web courses.

STEP (6): It’s Up to You

From this point forward, the staff frequency and format for your organization’s access and use of these courses, and how the small-group coaching is formatted, is at the discretion of your staff and your agency.

STEP (7): We’re here to Help

Please feel free to contact our Center Manager, Frances A. Clark for any help with technical issues related to the courses (user names, passwords, sign up, completion certificates, distribution of coaching materials, etc). Please contact our Center Director, Michael D. Clark, MSW for any questions regarding application, content or process of the course work (issues involving frequency, application, tailoring web-courses to sync with onsite training, establishment of small-group coaching and group development issues, etc).

Contact Information

Frances A. Clark, Email: clarktraining@aol.com Phone – Eastern time zone: (517) 244-0654
Michael D. Clark, Email: buildmotivation@aol.com Phone – Eastern time zone (517) 244-0654



“Peer Group 20” Booklets for Small-Group Resources

Benefits from “Peer Group - 20”

- **Communities of Practice (CoP).** This is an extensive series of twenty (20) resource booklets that enable small skill-building groups to start and continue.
- **Engagement.** Using group discussions, role plays (and real plays!), exercises, complete the dialogue, practice examples and matching tests. The type of resources needed to enable and supply 20 small group meetings.
- **Coaching.** You can’t expect to build or improve skills without coaching. The Peer Group 20 allows coaching to occur in small group formats
- **New or Returning Staff.** This series can be applied skill-building work for staff who have already received training in MI or staff who are brand new with no prior training
- **Skill Building.** Web courses can transfer knowledge but only small group practice can build skills. Here is a blended learning (onsite) option to use with the distance education with the web courses
- **CEU’s.** These courses are certified by NAADAC (substance abuse) and our Center will seek certification for any regional CEU’s your court may need
- **Continue Your Training / Unlimited Access for 2 Years.** Agencies know that staff need to “practice-practice” to keep learning MI and growing skills. The Peer Group 20 allows 20 months of small group meetings to stay focused on this practice and avoid the extinction effect when training is not sustained.
- **Answer Keys.** Almost all booklets have answer keys at the end. This helps guide group practice by offering examples and answering member questions.
- **Color-Coded.** Material is written so any group member can lead a group session; authored to accommodate rotating leadership or fixed leadership. Allow your groups to decide what leadership format they want.
- **Trainer Assistance.** Small group content can lessen the amount of lecture time or onsite training – all by structuring time skill-building following the learning transfer from the web sessions

Spec 5.7

Quick Guide to the “Peer Group 20” Course Topics

Module 1:	Introduction to Motivational Interviewing
Module 2:	The Spirit of Motivational Interviewing
Module 3:	The Four (4) Processes and Three (3) Styles of Motivational Interviewing
Module 4:	The Four (4) Principles of Motivational Interviewing
Module 5:	Client-Centered Counseling Skills (I): Open Questions and Affirmations
Module 6:	Client-Centered Counseling Skills (II): Reflections
Module 7:	Client-Centered Counseling Skills (III): Summaries
Module 8:	Resistance Examined: New Tools for an Old Problem
Module 9:	Recognizing and Eliciting Change Talk
Module 10:	Developing Discrepancy
Module 11:	Responding and Reinforcing Change Talk
Module 12:	The “Semi-Directive” Nature of MI: Summaries & Directive Reflecting
Module 13:	Deepening Change Talk
Module 14:	From Evoking to Planning: Change Planning with the Client
Module 15:	Strengthening Commitment – Supporting Action towards Change
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Module 18:	Learning Motivational Interviewing - Experiencing A New Approach to Service Delivery
Module 19:	A Deeper Look at Engagement and Focusing: Learning How to <i>Walk Together - Towards the Same Destination</i>
Module 20:	From Start to Finish: Putting Motivational Interviewing Into Practice

Abstract:

We now have *companion workbooks* available for the Motivational Interviewing web modules. All of these companion resources carry the same titles as the MI-20 web courses. This resource allows agencies to convene twenty (20) small group sessions for skill-building. Utilizing small “coaching groups” is a critical feature for evidence-based sustainability. These companion workbooks for small group application run in tandem to each of the 20 web courses – synchronized with each course’s content. This would make 20 web courses available and 20 small group skill-building resources—all to help staff and supervisors continue their development and practice of Motivational Interviewing. With this resource, agency groups can avoid the “extinction-effect” that drains newly acquired skills by structuring 20 months of small-group practice time to help sustain the model.

Workbook Sections:

- (1) A review of the web module’s objectives
- (2) Selection of key learning transfer points
- (3) Multiple efforts to practice key learning
 - a) Discussions / b) Role plays / Real plays / c) Exercises / Complete the Dialogue
- (4) Answer Keys

Color Coded Key

Our idea is to compose these companion workbooks to be as easy to use as possible. Recognizing that agency staff are busy - often moving from one appointment or meeting to the next, we have organized these companion resources in such a way that these workbooks can be picked up and read through by a group leader without a lot of preparation time. Multiple group leader configurations are possible: (a) Groups can be led by an MI Trainer or supervisor, (b) groups can be led by an elected group leader – where leadership assignment could be rotating or fixed, or (c) groups could be “leaderless” where group members rotate who reads the purple section within the same hour session. *Color coded key that would be used to structure and guide the hour-long session would include four sections:*

Purple is what the “Leader” says. (You can also rotate who reads this section if groups use rotating leadership.)

Orange contains special instructions for the “Leader” that don’t need to be read (but can be if you want).

Blue indicates section headings for each concept or skill being explored.

Yellow is for “doing” or “discussion” breaks that fall in the midst of a given exploration or exercise

Green is the **Answer Key** on the final page(s) of the workbook.

New

Motivational Interviewing with Offenders

Engagement, Rehabilitation, and Reentry

Jill D. Stinson, PhD

Michael D. Clark, MSW

From experts on working with court-mandated populations, this book shows how motivational interviewing (MI) can help offenders move beyond resistance or superficial compliance and achieve meaningful behavior change. Using this evidence-based approach promotes successful rehabilitation and reentry by drawing on clients' values, goals, and strengths—not simply telling them what to do. The authors clearly describe the core techniques of MI and bring them to life with examples and sample dialogues from a range of criminal justice and forensic settings. Of crucial importance, the book addresses MI implementation in real-world offender service systems, including practical strategies for overcoming obstacles.

CRITICAL ACCLAIM

"MI has deservedly gained a substantial national and international following because of its positive pathways to creating change. This clearly written, easily accessible book—with examples throughout—explains the philosophy, rationale, strategy, and tactics of applying MI in criminal justice and related settings."

—Bruce D. Sales, PhD, JD, ScD (h.c.)

"This is a book that many of us have been anticipating for a long time. MI is one of a small number of true evidence-based (and strengths-based!) success stories in offender rehabilitation. This book brings the technique alive in a way that I hope will transform theory and practice in the field."

—Shadd Maruna, PhD

"Stinson and Clark beautifully illustrate an empirically guided intervention approach that is respectful of offenders' autonomy and capacity to change. They convincingly demonstrate how MI is able to provide people who have committed crimes with the internal and external resources to enhance their quality of life and reduce the changes of further harm to the community....In my view, this is one of the most important books of the decade on offender rehabilitation."

—Tony Ward, PhD

"Comprehensive, practical, and easy to read....Everything one needs to apply MI is contained in this book. It should be mandatory reading for clinicians....Even the most experienced change agent will benefit from the book's respectful approach and plentiful, very helpful examples."

—Pamela M. Yates, PhD

CONTENTS

- | | |
|--|--|
| 1. A New Approach | 9. Evoking: Moving toward Change |
| 2. The Spirit of Motivational Interviewing | 10. Evoking in Practice |
| 3. The Art of Listening | 11. Developing a Plan |
| 4. The Art of Interviewing | 12. Resistance Reexamined |
| 5. Engaging: The Relational Foundation | 13. The Rise of Motivational Interviewing |
| 6. Engaging: The Relationship in Practice | 14. Implementation and Sustainability |
| 7. Focusing and Preparing for Change | 15. Considerations, Cautions, and Comments |
| 8. Focusing in Practice | |

Spec 5.8

25%
OFF

MOTIVATIONAL INTERVIEWING WITH OFFENDERS

Engagement, Rehabilitation,
and Reentry

Jill D. Stinson and Michael D. Clark

2017, 6" x 9" Paperback, 264 Pages
ISBN 978-1-4625-2987-2, \$27.00

SALE PRICE: \$20.25

Hardcover:

ISBN 978-1-4625-2988-9, \$62.00



ABOUT THE AUTHORS

Jill D. Stinson, PhD, is Assistant Professor and Director of Clinical Training in the Department of

Psychology at East Tennessee State University. She previously served as an administrator and sex offender treatment coordinator at Fulton State Hospital, a maximum- and intermediate-security forensic mental health hospital in Missouri.

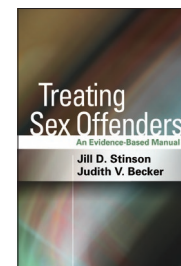


Michael D. Clark, MSW, is Director of the Center for Strength-Based Strategies, a Michigan-based training and technical assistance group. Mr. Clark served

for 16 years as a probation officer and a court magistrate in Lansing, Michigan.

► To learn about on-site training opportunities with Dr. Clark, visit www.buildmotivation.com

Also from Jill D. Stinson



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EPIC-19-11-21-ID-FOIA20191206-GLT-Bid&Clarifications

**LET'S
CONNECT!**

000073

ATTACHMENT 2-BID SCHEDULE

Prefix 3

ITB17000656 - Motivational Interviewing in a Correctional Setting

This completed Bid Schedule must be submitted with your response.

Note: Each bid price provided must be a fully burdened, fixed rate including, but not limited to, any incidental expenses, travel expenses, per diem, personnel expenses, etc.

Service Type	Est. Frequency Per Year*	Bid Price	Total (Est. Frequency x Bid Price)
Training Services			
In-person End-User Training Session (Min. 4 day)	1	\$ 12,980. ⁰⁰ /SESSION	\$ 12,980.00
In-person Trainer Development Day Session	1	\$ 3,858. ⁰⁰ /SESSION	\$ 3,858.00
In-person Train the Trainer Session (Min. 2 day)	1	\$ 9,371. ⁰⁰ /SESSION	\$ 9,371.00
Manager/Trainer Day Session	1	\$ 3,858. ⁰⁰ /SESSION	\$ 3,858.00
Consultation Services			
In-person Day Consultation	2	\$ 3,358. ⁰⁰ /SESSION	\$ 6,716.00
Web-based Interactive Consultation	4	\$ 500. ⁰⁰ /SESSION	\$ 2,000.00
Tape coding/fidelity evaluation	60	\$ 125. ⁰⁰ /TAPE	\$ 7,500.00
Web-based Training Courses			
End-user web-based training Course(s) -Lump Sum to provide IDOC P&P employees user access.	1	\$ 24,000. ⁰⁰ LUMP SUM	\$ 24,000.00
		ESTIMATED ANNUAL COST	\$ 70,283.00

* Contractor to be paid based upon actual use of products and services based on specified bid price.

Company Name of Bidder: Great Lakes Training, Inc. DBA: CENTER FOR STRENGTH BASED STRATEGIES

Contact Name/Phone: Michael D. Clark / 517-244-0654

Contact E-mail: Buildmotivation@AOL.com

	ITB Section	ITB Page	Question	Response
21	General		What is the expected start date for the successful bidder?	We expect that the start date of the Contract will be no later than 30 days after Contract award.
22	General		Can you please confirm the bid submission due date is April 6th, 2017, 5 pm MDT?	As of this amendment, the ITB Closing Date has changed to April 10, 2017. Please see the change identified on page 1 of this amendment.

There are no other changes. If you have already submitted your bid and this amendment will alter your bid, please contact the Division of Purchasing.

Thank you for your interest in supplying the needs of the state of Idaho.

Prefix 2

Sincerely,

/s/

Jason R. Urquhart, CPPO, CPPB
Purchasing Officer

Please acknowledge receipt of this amendment by completing the spaces below, and please return this acknowledgement with your bid.

ACKNOWLEDGEMENT OF AMENDMENT 1

Michael D. Clark
Signature

MICHAEL D. Clark
Printed Name

April 5, 2017
Date

Great Lakes Training, Inc.
Company Name



C.L. "Butch" OTTER
Governor
ROBERT L. GEDDES
Director
SARAH HILDERBRAND
Administrator

State of Idaho

Department of Administration
Division of Purchasing

650 West State Street B-15 (83702)
P. O. Box 83720
Boise, ID 83720-0075
Telephone (208) 327-7465
Fax: 208-327-7320
<http://purchasing.idaho.gov>

May 11, 2017

Michael Clark
Great Lakes Training, Inc.
872 Eaton Dr.
Mason, MI 48854

VIA FACSIMILE TRANSMISSION
FAX: 815-371-2292
ORIGINAL MAILED

Dear Mr. Clark:

RE: ITB17000656, Motivational Interviewing in a Correctional Setting for the Idaho Department of Correction, ITB Closed April 10, 2017

Thank you for submitting a response to the above-referenced Invitation to Bid ("ITB"). While reviewing the Bid received from Great Lakes Training, Inc. ("GLT"), the state of Idaho (the "State") has determined that clarification is needed in order to continue our review.

Please respond to each section of this letter, below, with the signature of an authorized individual after each section, and return this completed correspondence to my attention at: jason.urquhart@adm.idaho.gov.

1. See ITB section 5, Specifications, and ITB section 6, Bid Prices.

Division of Purchasing: We found on pages 31 and 49 of GLT's Bid that the "Supervisor 5" Web Courses are "available".

Please clarify whether or not that means that the "Supervisor 5" Web Courses are included in the prices that GLT entered into the Attachment 2 – Bid Schedule that GLT submitted as part of its Bid.

Clarification from GLT attached.

GLT Authorized Confirming Signature: _____

Date: _____

In order to continue with our review of GLT's Bid, your completed response is required as soon as possible but no later than 5 P.M. Mountain time on Monday, May 15, 2017.

"Serving Idaho citizens through effective services to their governmental agencies"

May 11, 2017

Page 2

We appreciate your prompt attention to this request. You may contact me directly at 208-332-1608 or at jason.urquhart@adm.idaho.gov with any questions regarding this correspondence.

Sincerely,



Jason R. Urquhart, CPPO, CPPB
Purchasing Officer

"Serving Idaho citizens through effective services to their governmental agencies"

**C.L. "Butch" OTTER**

Governor

ROBERT L. GEDDES

Director

SARAH HILDERBRAND

Administrator

State of Idaho

Department of Administration

Division of Purchasing

650 West State Street B-15 (83702)

P. O. Box 83720

Boise, ID 83720-0075

Telephone (208) 327-7465

Fax: 208-327-7320

<http://purchasing.idaho.gov>

May 11, 2017

Michael Clark
Great Lakes Training, Inc.
872 Eaton Dr.
Mason, MI 48854

VIA FACSIMILE TRANSMISSION

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GLT Authorized Confirming Signature: _____

Date: _____

Michael D. Clark, MSd
May 12, 2017

In order to continue with our review of GLT's Bid, your completed response is required as soon as possible but no later than 5 P.M. Mountain time on Monday, May 15, 2017.

"Serving Idaho citizens through effective services to their governmental agencies"



GREAT LAKES TRAINING, INC | THE CENTER FOR STRENGTH-BASED STRATEGIES



May 12, 2017

State of Idaho
Department of Administration
Jason R. Urquhart, CPPO, CPPB
Purchasing Officer
650 West State Street, B-15 (83702)
PO Box 83720
Boise, ID 83720-0075

RE: ITB17000656, Motivational Interviewing in a Correctional Setting for the Idaho Department of Corrections, ITB Closed April 10, 2017

Dear Mr. Urquhart,

This letter is a response by our company, Great Lakes Training, Inc. to your need for clarification of our recent bid in the above named matter. Regarding the "Supervisor 5" Web Courses, mentioned on pages 31 and 49 (ITB section 5, specifications and ITB section 6, Bid Prices), These Supervisor 5 Web resources are included in prices that were submitted in our Attachment 2 – Bid Schedule.

These are an important resources for Idaho DOC managers and supervisors but also for your Motivational Interviewing trainers, both the current group of trainers and any future trainers that may result from pending training initiatives. You will have unlimited access of these five web courses for the duration of the contract.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael D. Clark, MSW".

Michael D. Clark, MSW – GLT, Inc. Director

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