Annotated Bibliography

Motivational Interviewing (with a Criminal Justice Focus)

Motivational Interviewing Annotated Bibliography

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Contents

Introduction

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

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

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

Bibliography

Alexander, Melissa A., Scott W. VanBenschoten, and Scott T. Walters. "Motivational Interviewing Training in Criminal Justice: Development of a Model Plan." *Federal Probation* 72, no. 2 (2008): 61-66.
> The utilization of motivational interviewing (MI) by probation officers is explained. MI "is a communication style that involves strategic use of questions and statements to help clients find their own reasons for change" (p. 61). Topics discussed include: evidence-based practice; role of the probation officer; MI in criminal justice; the eight stages of learning motivational interviewing; MI training—a model plan; and future directions.
> *http://nicic.gov/Library/025045*

Allen, Jamie. "National Jail Exchange." *National Institute of Corrections*. May 27, 2011.
> Louisville Metro Department of Corrections (LMDC) recently embarked upon a journey to change its program model to incorporate evidence-based practices and knowledge of "what works" nationally in the field of corrections. For years, our program model has included educational instruction and testing, substance abuse treatment, life skills courses, and spiritual groups. Each of these programs is essential for helping our inmates move beyond a criminal lifestyle, but experience has shown us that curriculum alone isn't enough. The most valuable tool in our toolbox is the ability to plant the seed that changes offenders' behavior and thinking about committing crime. To truly engage offenders in the process of self-change, Louisville Metro is taking advantage of a communications tool known as Motivational Interviewing (MI). [AUTHOR ABSTRACT]
> *http://community.nicic.gov/blogs/national_jail_exchange/archive/2011/05/27/change-talk-using-motivational-interviewing-techniques-in-jail-programs.aspx*

Anstiss, Brendan, Devon L. L. Polaschek, and Marc Wilson. "A Brief Motivational Interviewing Intervention with Prisoners: When You Lead a Horse to Water, Can it Drink for Itself?" *Psychology, Crime & Law* (2011): 1-22.
> This study evaluated the effects of a brief offending-focused motivational interviewing (MI) intervention on reconviction in male prisoners servicing sentences for diverse crimes" in New Zealand (p. 1). Results are given for: effect of MI intervention on recidivism; interactions between the MI intervention and completion of criminogenic programs; validation stage of change ratings; prediction of recidivism outcomes using stage of change and other variables; and stage of change and post-MI referral to criminogenic programs. MI had a considerable impact on recidivism. Those prisoners in the MI intervention hade 21% less reconviction rates and 17% less re-imprisonment rates than non-participants.
> *http://nicic.gov/Library/025183*

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

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

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

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

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

Clark, Michael D., Scott Walters, Ray Gingerich, and Melissa Metzler. "Importance, Confidence and Readiness to Change: Motivational Interviewing for Probation and Parole." *Perspectives* 30, no. 3 (2006): 36-45. [Part Two].

This article completes a two-part series on increasing motivation with involuntary clients, focusing on mandated offenders placed under probation supervision by court orders.

Clark, Michael D. "Influencing Positive Behavior Change: Increasing the Therapeutic Approach of Juvenile Courts." *Federal Probation* 65, no. 1 (2001): 18-27.
This article examines the ingredients for human behavioral change. Four common factors appear to be present in all effective treatment models. These transtheoretical factors are: client factors; relationship factors; hope and expectancy; and model and technique. When these factors are taken into account, the following practice implications arise: all probation staff can increase their therapeutic approach; require balance and sensibility; provide new learning opportunities for the youth; become change-focused; and build an alliance. [AUTHOR ABSTRACT]
https://www.ncjrs.gov/App/publications/Abstract.aspx?id=189642

Clark, Michael D. "Motivational Interviewing for Probation Staff: Increasing the Readiness to Change." *Federal Probation* 69, no. 2 (2005): 22-28. [Part One of a Two Part Series].
This article begins a two-part series on increasing motivation with "involuntary clients," focusing on mandated offenders placed under probation supervision by court orders. In our own field of criminal justice, evidence-based practice as outlined by criminologists has recommended that justice staff be responsive to motivational issues with offenders (Andrews & Bonta, 2003). This series demonstrates practical ways to respond to that recommendation. [AUTHOR ABSTRACT]
http://www.uscourts.gov/uscourts/FederalCourts/PPS/Fedprob/2005-12/interviewing.html

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

Doran, Neal, Hohman, Mindy. and Igor Koutsenok. "Linking Basic and Advanced Motivational Interviewing Training Outcomes for Juvenile Correctional Staff in California," *Journal of Psychoactive Drugs* 43, no. 1 (2011): 19-26.
Motivational interviewing (MI) is an evidence-based communication method that can be effective in engaging incarcerated juveniles in substance abuse programming and other treatment services. However, MI can be difficult to learn and often requires several training exposures for skill change. Few studies have examined MI training outcomes over time. This study reports outcomes for 222 juvenile corrections workers trained in MI in a three-day introductory and two-day advanced training. Those who attended their second training

within nine months of the first training were more likely to score in the proficiency range. [JOURNAL ABSTRACT]
http://dx.doi.org/10.1080/02791072.2011.601986

Easton, Caroline, Suzanne Swan, and Rajit Sinha. "Motivation to Change Substance Use Among Offenders of Domestic Violence." *Journal of Substance Abuse Treatment* 19 (July 2000): 1-5. Substance use alone leads to increased rates of violence, reduction in adherence to treatment regimes, and other negative psychiatric sequelae. Given the high rates of co-occurring substance use and family violence-related problems, substance use was assessed among offenders of domestic violence who were mandated by court to attend anger management classes. Rates of substance dependence diagnoses ranged from 33 to 50%, while rates of substance abuse diagnoses ranged from 60 to 75%. This study evaluated the effectiveness of a motivational enhancement intervention on readiness to change substance use. Results indicate that a motivational enhancement intervention is feasible and effective in increasing readiness to change substance use among domestic violence offenders. [JOURNAL ABSTRACT]
http://people.cas.sc.edu/swansc/Easton00MotivationtochangesubstanceuseamongDVoffenders.pdf

EPIC (Evidence-based Practices Implementation for Capacity) has been training, coaching, and evaluating MI skills about 400 staff in 5 agencies – Parole, Probation, Community Corrections, Behavioral Health, and Prisons.
This is a great article regarding the statewide implementation of evidence-based correctional practice. The Evidence-Based Practices Implementation for Capacity (EPIC) is a collaborative effort of five agencies in Colorado that "seeks to change the way correctional agencies conduct daily business by changing the ways that correctional staff interact with offenders" (p. 2). Mental Health First Aid training is one EPIC intervention aimed at detecting and helping people with mental health problems. Motivational Interviewing (MI) is another EPIC intervention and is described quite well. This article covers MI and corrections in the 21st century, the MI training and coaching process, stages of change, and the identification and addressing of criminogenic needs. Sections of this resource include: implementation science; selected interventions; EPIC accomplishments so far—1900 professionals trained for Mental Health First Aid and nearly 300 for MI, and and increase in offender "change talk" with declines in the use of multiple sequential questions (questions which lead to offender defensiveness). *http://nicic.gov/Library/026000*

Farrall, M. C "The Use of Motivational Interviewing Techniques in Offending Behaviour Group Work." *Motivational Interviewing Newsletter: Updates, Education and Training (MINUET)* 8, no. 1 (2001): 8-12.
This article covers some of the proposed forensic applications of Motivational Interviewing (MI) with reference to group work contexts. It briefly describes actual techniques, discusses some of the differences between mainstream MI and Forensic MI and speculates upon some of the possible advantages of the latter. [AUTHOR ABSTRACT]

Forsberg, Lars., Denise Ernst, and Carl K. Farbring. "Learning Motivational Interviewing in a Real-Life Setting: A Randomised Controlled Trial in the Swedish Prison Service." *Criminal Behaviour & Mental Health* 21, no. 3 (2011): 177-188.
Motivational interviewing (MI) is a client-centered, directive counselling style for helping people to explore and resolve ambivalence about behaviour change and shown to decrease drug and alcohol use. A five-session semi-structured MI intervention [Beteende, Samtal, Förändring (BSF; Behaviour, Counselling, Change)] was implemented in Swedish prisons. To examine whether, in a real-life implementation of semi-structured MI, staff receiving ongoing MI training, based on audio-recorded feedback in peer groups (BSF+), possess greater MI skill compared with staff receiving workshop-only MI training (BSF), and staff conducting usual prison planning interviews (UPI). Prisoners were randomised to one of the three interventions. Overall, staff were rated as not having achieved beginning proficiency. Our findings suggest that staff delivering motivational interviewing programmes for substance-misusing prisoners in Sweden are not being given sufficient training for the task. [AUTHOR ABSTRACT]

Garland, Randall J. and Michael J. Dougher. "Motivational Intervention in the Treatment of Sex Offenders." In *Motivational Interviewing. Preparing People to Change Addictive Behavior*, edited by William R. Miller and Stephen Rollnick, 303-313. New York: Guilford Press, 1991.
Sex offenders present a difficult treatment challenge, and constitute a group for whom motivational interventions are particularly warranted. Although specific treatment goals differ across offenders, the general goals for all offender include giving up a highly reinforcing and typically long-established pattern of behavior. The offender's motivation for change is the most important determinant of treatment outcome, which means that motivation-enhancing strategies are absolutely critical in working with this population. This chapter has outlined various obstacles and intervention strategies for working with offenders at different stages of treatment. [SECTION FROM CHAPTER CONCLUSION]

Ginsburg, Joel, I. D., Ruth E. Mann, Frederick Rotgers, and John R. Weekes. "Motivational Interviewing with Criminal Justice Populations." In *Motivational interviewing: Preparing People for Change* (2nd ed), edited by William R. Miller and Steven Rollnick, 333-346. New York: Guilford Press, 2002.
The use of motivational interviewing (MI) to keep offenders wanting to be involved in programs that help them to stop their criminal behavior is explained. Sections of this chapter following an introduction are: motivational issues in criminal justice settings—motivation and the criminal justice culture, self-determination theory and the culture, motivation and treatment uptake, and motivation and treatment progress; motivational interviewing with offenders—MI with sexual offenders and MI with offenders with substance abuse problems; MI as a treatment adjunct; possible drawbacks to using motivational interviewing with criminal justice populations; and conclusion. [AUTHOR ABSTRACT]
http://addiction.persiangig.com/document/Motivational%20Interviewing.pdf

Harper, R., and S. Hardy. "An Evaluation of Motivational Interviewing as a Method of Intervention with Clients in a Probation Setting." *British Journal of Social Work* 30(2000): 393-400.
This article describes the quantitative part of a research project undertaken within Middlesex Probation Service to evaluate the introduction of motivational interviewing as a technique to aid probation officers in their assessment and supervision of offenders who misuse alcohol and drugs. Results suggest that, irrespective of stratification, all offenders indicated an improvement in their questionnaire scores during their contact with the probation service. [JOURNAL ABSTRACT]

Hartzler, Bryan and Erin N. Espinosa. "Moving Criminal Justice Organizations Toward Adoption of Evidence-Based Practice via Workshop Training in Motivational Interviewing: A Research Note." *Criminal Justice Policy Review* 22, no. 2 (2011): 235-253.
The National Institute of Corrections urges use of motivational interviewing (MI) techniques by its workforce, and it is incumbent on criminal justice organizations to find effective methods of personnel training in this evidence-based practice. The current study evaluates impact of a 2-day, advanced MI workshop on personnel skills. Results indicated robust and reliable skill improvements across cohorts and skill domains, with nearly 80% of trainees attaining a proficiency criterion upon leaving the workshop. [AUTHOR ABSTRACT]

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

Kear-Colwell, Jon, and Philip Pollock. "Motivation or Confrontation. Which Approach to the Child Sex Offender?" *Criminal Justice and Behavior* 24, no. 1 (1997): 20-33.
Applying Prochaska and DiClimente's stages of change model to understanding the sequence of events necessary for an individual to alter patterns of behavior, this article examines the relative merits and problems of two intervention approaches—confrontational techniques and motivational interventions—to working with child sex offenders. [AUTHOR ABSTRACT]

Kinlock, Timothy W., Emily A. Sear, Kevin E. O'Grady, Jason M. Callaman, and Barry S. Brown. "Treatment Retention and Change in Motivation Among Drug Court Probationers." *Journal of Offender Rehabilitation* 48 (2009): 1-18.
This study examined whether Motivational Interviewing (MI), found effective with voluntary entrants to drug treatment, would improve intrinsic motivation and treatment retention among drug court probationers. Probationers were randomly assigned to receive

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

Lundahl, Brad. W., Chelsea Kunz, Cynthia Brownell, Derrik Tollefson, and Brian L. Burke. ”A Meta-Analysis of Motivational Interviewing: Twenty-Five Years of Empirical Studies.” *Research on Social Work Practice* 20, no. 2 (2010): 137-160.
The authors investigated the unique contribution motivational interviewing (MI) has on counseling outcomes and how MI compares with other interventions. Method: A total of 119 studies were subjected to a meta-analysis. Targeted outcomes included substance use (tobacco, alcohol, drugs, marijuana), health-related behaviors (diet, exercise, safe sex), gambling, and engagement in treatment variables. Results: Judged against weak comparison groups, MI produced statistically significant, durable results in the small effect range (average g = 0.28). Judged against specific treatments, MI produced nonsignificant results (average g = 0.09). MI was robust across many moderators, although feedback (Motivational Enhancement Therapy [MET]), delivery time, manualization, delivery mode (group vs. individual), and ethnicity moderated outcomes. Conclusions: MI contributes to counseling efforts, and results are influenced by participant and delivery factors.

Mann, Ruth E. and Steven Rollnick. “Motivational Interviewing with a Sex Offender who Believed he was Innocent.” *Behavioural and Cognitive Psychotherapy* 24 (1996): 127-134.
Motivational Interviewing (Miller, 1983; Miller and Rollnick, 1991) is an approach originally developed for problem drinkers but assumed to have wider applications. This paper describes one such application through the case of Mr. D, an imprisoned sex offender who was identified under the procedures of the Prison Service Sex Offender Treatment Programme. A full assessment of his offending suggested that he had made cognitive and behavioural errors prior to the act of intercourse and so motivational interviewing was employed to help him decide whether or not to participate in the treatment programme. [JOURNAL ABSTRACT]

Martino, Steve, *et al*. “Teaching Community Program Clinicians Motivational Interviewing Using Expert Train-the-Trainer Strategies.” *Addiction* 106, no. 2 (2011): 428-441.
The effectiveness of expert-led (EX) and train-the-trainer (TT) strategies was compared to a self-study approach (SS) for teaching clinicians motivational interviewing (MI). Twelve community treatment programs were assigned randomly to the three conditions. EX and TT conditions used skill-building workshops and three monthly supervision sessions guided by treatment integrity ratings, performance feedback and coaching techniques. The study found EX and TT, in comparison to SS, improved clinicians' adherence and competence

significantly, with higher percentages of clinicians reaching clinical trial standards of MI performance and few differences between EX and TT. This study supports the combined use of workshops and supervision to teach community program clinicians MI and suggests the train-the-trainer approach may be a feasible and effective strategy for disseminating empirically supported treatments. [AUTHOR ABSTRACT]

Matulich, Bill. *How To Do Motivational Interviewing: A Guidebook for Beginners.* (San Diego, CA.)
This concise eBook is designed to provide the information necessary to help clients change their behavior. It includes information on preparing for an MI session, opening a session, the middle of a session, and gaining commitment. It also includes discussion of working with individuals with a mandated agenda, as well as those who are resistant. Available at: *http://web.mac.com/billmatulich/MIT/ebook.html*.

McMurran, Mary. "Motivational Interviewing With Offenders: a Systematic Review." *Legal and Criminological Psychology* 14, no. 1 (2009): 83-100.
This article reviews some of the research evaluating the effectiveness of motivational interviewing (MI) as an approach to motivating offenders to change behavior and reduce recidivism. A review of nearly 20 studies showed that MI can lead to better treatment retention, improved motivation to change, and reduced re-offending.

McMurran. Mary (Ed.). *Motivating Offenders to Change: A Guide to Enhancing Engagement in Therapy.* Chichester, UK: John Wiley & Sons Ltd., 2002.
This book discusses the importance of, and ways to, enhance offender motivation and engagement in treatment as a means to help facilitate recidivism reduction. Partial article available at:
http://books.google.com/books?id=HZ8fSSIAJNoC&printsec=frontcover&dq=Motivating+offen ders+to+change:+A+guide+to+enhancing+engagement+in+therapy&source=bl&ots=l1lbtW5Z 5h&sig=_z8oXemHByhMIn08Mb5Ub17EqZ4&hl=en&ei=lsp_Td2JJYv6sAOy6uD6BQ&sa=X&oi=b ook_result&ct=result&resnum=6&ved=0CD0Q6AEwBQ#v=onepage&q&f=false

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

Miller, William R. and Kathy A. Mount. "A Small Study of Training in Motivational Interviewing: Does One Workshop Change Clinician and Client Behavior?" *Behavioural and Cognitive Psychotherapy* 29 (2001): 457-471.
Professional training in motivational interviewing, as on many other topics, is often delivered via a one-time clinical workshop. To what extent do practitioners actually acquire skillfulness through such training? Twenty-two counselors participated in training, of

whom 15 completed a study of changes in practice behavior up to 4 months after a motivational interviewing workshop. While practice behavior changed to a statistically significant extent, the effect of training was apparently not large enough to make a difference in client response. [JOURNAL ABSTRACT]

Miller, William R. and Theresa Moyers. *Eight Stages of Learning Motivational Interviewing*.
The steps one takes to learn motivational interviewing (MI) are briefly described. This outline is useful for creating a MI training structure and for plotting where the trainee is at in the learning process. Available at:
http://motivationalinterview.org/Documents/8%20Stages.pdf

Miller, William R. and Stephen Rollnick. *Motivational Interviewing, Third Edition: Helping People Change*. New York: The Guilford Press, 2013.
This bestselling work for professionals and students is the authoritative presentation of motivational interviewing (MI), the powerful approach to facilitating change. The book elucidates the four processes of MI--engaging, focusing, evoking, and planning--and vividly demonstrates what they look like in action. A wealth of vignettes and interview examples illustrate the "dos and don'ts" of successful implementation in diverse contexts. Highly accessible, the book is infused with respect and compassion for clients. The companion Web page provides additional helpful resources, including reflection questions, an extended bibliography, and annotated case material. New to This Edition:
* Reflects major advances in understanding and teaching MI.
* Fully restructured around the new four-process model.
* Additional case examples and counseling situations.
* Reviews the growing evidence base and covers ways to assess MI fidelity. [From Amazon]

Miller, William R. and Stephen Rollnick. "Ten Things that Motivational Interviewing is Not."
Behavioural and Cognitive Psychotherapy 37 no. 2 (2009): 129-140.
The authors try to clean away 26 years of accumulated misgivings from what motivational interviewing entails. The ten things MI is not are: the transtheoretical model of change; a way of tricking people into doing what you want them to do; a techniques; decisional balance; assessment feedback; cognitive-behavioral therapy; client-centered therapy; easy to learn; practice as usual; and a panacea (p. 129).
http://nicic.gov/Library/025182

Miller, William R., Carolyn E. Yahne, Theresa B. Moyers, J. Martinez, and M. Pirritano. "A Randomized Trial of Methods to Help Clinicians Learn Motivational Interviewing." *Journal of Consulting and Clinical Psychology* 72 (2004): 1050-1062.
The Evaluating Methods for Motivational Enhancement Education trial evaluated methods for earning motivational interviewing (MI). Licensed substance abuse professionals (N = 140) were randomized to 5 training conditions: (a) clinical workshop only; (b) workshop plus practice feedback; (c) workshop plus individual coaching sessions; (d) workshop, feedback, and coaching; or (e) a waiting list control group of self-guided training. Relative to

controls, the 4 trained groups showed larger gains in proficiency. Coaching and/or feedback also increased post-training proficiency. [AUTHOR ABSTRACT]

Murphy, Christopher M. and Victoria A. Baxter. "Motivating Batterers to Change in the Treatment Context." *Journal of Interpersonal Violence* 12, no. 4 (1997): 607-619.
Many treatment programs for domestic abuse perpetrators rely on consistent, direct, and often intense confrontation of defenses. These interventions may unwittingly increase rather than decrease resistance and defensiveness and may reinforce the belief that relationships are based on coercive influence. Supportive strategies are available to increase motivation to change in resistant clients. These techniques rely on a comprehensive model of the change process and match therapist interventions to the client's readiness for change. [AUTHOR ABSTRACT]

Prescott, David S. (forthcoming). *Creating Willing Partners: Meaningful Engagement of Offenders in Change*. Association for the Treatment of Sexual Abusers, XXIII/1. (Winter), 2011
This article is excerpted and modified from a chapter forthcoming in Calder, M.C. (2011). Contemporary Practice with Young People Who Sexually Abuse. Lyme Regis, Dorset, UK: Russell House Publishing.

Rosengren, David B. *Building Motivational Interviewing Skills: A Practitioner Workbook: Applications of Motivational Interviewing*. New York: The Guilford Press, 2009.
This manual is meant for practitioners across a variety of intervention and professional spectrums. Although I use the conventions of "practitioner" and "client" for convenience, this manual would be equally applicable for corrections workers, paraprofessionals, peer counselors, as well as a host of other working in helping situations…. Each chapter provides an overview of concepts to which a trainee would be exposed to if he or she took" a standard MI workshop. This manual contains numerous worksheets and exercises useful for training, coaching, and applying motivational interviewing. [AUTHOR ABSTRACT]
http://books.google.com/books?id=R_TEGNa35eIC&printsec=frontcover#v=onepage&q&f=false

Saunders, Bill, Celia Wilkinson, and Mike Phillips. "The Impact of a Brief Motivational Intervention with Opiate Users Attending a Methadone Programme." *Addiction* 90, (1995): 415-424.
During the 1980s Motivational Interviewing emerged as one of the memes of the addictions field. In this paper findings of a controlled trial of a brief motivational intervention with illicit drug users (n = 122) attending a methadone clinic are reported. Over the 6-month follow-up period the motivational subjects demonstrated a greater, immediate, commitment to abstention, reported more positive expected outcomes for abstention, reported fewer opiate-related problems, were initially more contemplative of change, complied with the methadone programme longer and relapsed less quickly than the control group. There was, however, no difference in terms of the severity of reported opiate dependence and the control group fared better on reported self-efficacy. It was concluded

that motivational interventions of the type investigated are useful adjuncts to methadone programmes. [JOURNAL ABSTRACT]

Stein, L A R, Suzanne M. Colby, Nancy P. Barnett, Peter M. Monti, Charles Golembeske, and Rebecca Lebeau-Craven. "Effects of Motivational Interviewing for Incarcerated Adolescents on Driving Under the Influence After Release." *The American Journal on Addictions / American Academy of Psychiatrists in Alcoholism and Addictions* 15, no. 1 (2006): 50-7.
Motivational Interviewing (MI) to reduce alcohol and marijuana-related driving events among incarcerated adolescents was evaluated. Effects were moderated by levels of depression. At low levels of depression, MI evidenced lower rates of these behaviors; at high levels of depression, effects for MI and RT were equivalent. [JOURNAL ABSTRACT]

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

Walker Daniels, Jill and Christopher M. Murphy. "Stages and Processes of Change in Batterers' Treatment." *Cognitive and Behavioral Practice* 4 (1997): 123-145.
The transtheoretical model of change (Prochaska & DiClemente, 1984) has been widely researched in the areas of substance abuse and health promotion. This model is applied to the problem of domestic violence, specifically to group treatment for abuse perpetrators. These interventions could benefit by incorporating the transtheoretical model's focus on motivational factors and stage-specific interventions. [AUTHOR ABSTRACT]

Walters, Scott T., Malissa Cornett, and Amanda M. Vader. "Coding Criminal Justice Interactions with the MITI: Recommendations for Research and Practice." *Motivational Interviewing: Training, Research, Implementation, and Practice (MI Trip)* 1, no. 1 (2012).
This article describes the coding portion of a study to test the effectiveness of a motivational interviewing (MI) training program for probation officers. We describe some of the challenges with using the Motivational Interview Treatment Integrity (MITI) instrument to code interactions between probation officers and clients. Our team of raters was able to obtain adequate inter-rater reliability on most MITI scales, though reliability ratings on some of the specific behavior counts such as Giving Information, MI Adherent, and MI Non-adherent fell considerably lower than the original MITI norming study. Our results suggest that the MITI is a mostly reliable instrument for coding criminal justice interactions, though

there were exceptions to this rule. Based on our experiences, we discuss some of the ways that probation interactions might be different from traditional counseling interactions, and identify some rules of thumb that helped us to code interactions. We end with suggestions for how MITI feedback can be used effectively in training and supervision in criminal justice and other non-traditional settings.
http://www.mitrip.org/ojs/index.php/mitrip

Walters, Scott T., Michael D. Clark, Ray Gingerich, and Melissa L. Meltzer. *Motivating Offenders to Change: A Guide for Probation and Parole*. Washington, DC: National Institute of Corrections, 2007.
This publication "provides probation and parole officers and other correctional professionals with both a solid grounding in the principles behind MI [motivational interviewing] and a practical guide for applying these principles in their everyday dealings with offenders" (p.2). Seven chapters are contained in this guide: how MI fits in with evidence-based practice; how and why people change; the motivational interviewing style; preparing for change; building motivation for change; navigating through tough times--working with deception, violations, and sanctions; and from start to finish--putting MI into practice. *http://nicic.gov/Library/022253*

Walters, Scott T., Sarah A. Matson, John S. Baer, and Douglas M. Ziedonis. "Effectiveness of Workshop Training for Psychosocial Addiction Treatments: A Systematic Review." *Journal of Substance Abuse Treatment* 29, no. 4 (2005.): 283-293.
Workshop training for psychosocial substance abuse treatment has been an important part of the transfer of evidence-based approaches into larger practice. Although they are widely used, training methods such as self-study reading, internet-based courses, and educational workshops have not traditionally been the focus of empirical investigations. Based on electronic and manual searches of the literature, we summarize 17 evaluations of workshop training that describe the training program and the educational outcomes. In general, training tends to improve attendees' knowledge, attitudes, and confidence in working with clients who have substance abuse problems. [JOURNAL ABSTRACT]

Walters, Scott T. Amanda M. Vader, Norma Nguyen, T. Robert Harris, and Jennifer Eels. "Motivational Interviewing as a Supervision Strategy in Probation: A Randomized Effectiveness Trial." *Journal of Offender Rehabilitation* 49, no. 5 (2010): 309-323.
This study was designed to evaluate the effect of a modest MI [motivational interviewing] training program on probation officer skill, on client outcome, and the overall relationship between officer skill and client outcome" (p. 318). This training program increased some MI skills that were maintained over six months, had no effect on some key probationer outcomes, and had little relationship between MI practice and offender outcome. *http://nicic.gov/Library/025181*

Walters, Scott T., Richard Ogle, and John E. Martin. "Perils and Possibilities of Group-Based Motivational Interviewing." In *Motivational interviewing: Preparing People for Change* (2nd ed), edited by William R. Miller and Steven Rollnick. New York: Guilford Press, 2002. This chapter addresses the perils and possibilities of a group-based motivational interviewing (GMI) through four sections. We begin with a review and analysis of the early empirical findings of group-based motivational applications. This review is followed by a discussion of evidence that one might be able to conduct motivational interviewing in the context of a group with minimal loss of fidelity. We then turn to the process itself, as well as the questions that inevitably arise when structuring the motivational group. [AUTHOR ABSTRACT]
http://addiction.persiangig.com/document/Motivational%20Interviewing.pdf

See also:

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

Motivational Interviewing: Training, Research, Implementation, Practice (MITRIP), http://www.mitrip.org/ojs/index.php/mitrip
MITRIP publishes two issues per year (April and October) containing a variety of formal and informal articles pertaining to the practice and training of motivational interviewing, and the activities of the international Motivational Interviewing Network of Trainers.