

**The Matter of Motivation:
Motivational Interviewing
for Substance Misuse**

Michael D. Clark, MSW
Center for Strength-Based Strategies
(Michigan)
Email: mike.clark.mi@gmail.com
Website: www.buildmotivation.com

Michigan - Technical Assistance Center

- This Michigan (USA) based technical assistance group is a national leader in implementation and sustainability initiatives for Motivational Interviewing. All CSBS trainers and coders are members of the Motivational Interviewing Network of Trainers (MINT). These training associates have backgrounds in Addictions, Juvenile Justice, Mental Health, Corrections and Criminal Justice.
- Our director, Michael D. Clark, MSW has served as a contractual consultant for the United Nations Office on Drugs & Crime (UNODC) in Vienna, Austria (2015-2016). He is co-author to the book, "Motivational Interviewing for Offenders: Engagement, Rehabilitation and Reentry" (May 2017) by Guilford Press.
- Visit our website to learn more and download 30+ published articles free in PDF format.. www.buildmotivation.com

Contractual training our Center has provided (selected list):

- Puerto Rico Addiction Technology & Transfer Center (ATTC), San Juan, P.R.
- US Department of State (Mediterranean Section) - US Embassy - Malta
- US Department of Justice – Office of Justice Programs (OJP)
- US Department of Health & Human Services, SAMHSA
- Center for Substance Abuse Treatment (CSAT)
- United Nations Office on Drugs & Crime (UNODC), Vienna, Austria
- Superior Court of Guam - Agana, Guam
- Counter-Terrorist Command Unit (Victoria Police), Melbourne, Australia
- State Department of Corrections- Community Corrections - Kansas
- State Department of Corrections- Community Corrections - Wyoming
- State Department of Corrections- Community Corrections - Louisiana
- State Department of Corrections- Community Corrections - Utah
- State Department of Corrections- Community Corrections - Michigan
- State Department of Corrections- Community Corrections - Idaho
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- American Probation & Parole Association - (APPA)
- Correctional Services Of Canada
- Brisbane Institute for Strength-Based Practices, Brisbane, Australia
- National Council of Juvenile and Family Court Judges - (NCJFCJ)
- National Association of Drug Court Professionals (NADCP)
- New Zealand Department of Children, Youth & Family, Wellington, NZ

The Eight (8) Foundational Beliefs of Motivational Interviewing

1	<p>Helper style is a powerful determinant of client resistance and change</p> <p>(AOD clients have different experiences, values, personalities and traits, so if you only hear resistance, arguing or combativeness coming from a co-worker's office, it's probably the staff's style of interacting—not the client—since parents enter our agencies all different from each other.)</p>
2	<p>Confrontation is a goal of MI, not a style</p> <p>(In most work with distressed users, the goal is to help them see and accept an uncomfortable reality—within themselves. How to go about that, avoiding a confrontive style or a coercive manner, is one distinction of the MI approach. The fight is not between you and the client but try to evoke the “real” fight which lays <i>within the client</i>. Between the “change” side and the “don't change” side.)</p>
3	<p>Argumentation is a poor method for inducing change / When resistance is evoked, people tend not to change</p> <p>(When we push, the client most often pushes back. “Resistance” is simply a sign we've moved ahead of the client and we need to change direction and tactics. We make it worse by pushing.)</p>
4	<p>Client motivation can be increased by a variety of staff strategies</p> <p>(MI does not see motivation as a “trait” but rather as a “state” that can be influenced. To say a “client is not motivated” belies a misunderstanding of motivation. Much can be done to increase a parent's motivation. They all want something, even if it's to get the “system” out of their life.)</p>
5	<p>Even relatively brief interventions can have a substantial impact on problem behavior</p> <p>(You can damage motivation in 5 minutes and you can raise it in short time spans as well.)</p>
6	<p>Motivation is not just a characteristic of the client – it emerges from the interpersonal interaction <i>between</i> parent and staff</p> <p>(Staff have much more influence to encourage client motivation than commonly believed. A large share of motivation is <i>interactional</i>. Remember, change does not have “sides.”)</p>
7	<p>Ambivalence is normal, not pathological. We experience two-sides to many problems as well. Working through ambivalence is tough for clients and for ourselves.</p> <p>(Ambivalence is part of most change processes. It's normal and to be expected.)</p>
8	<p>Helping people resolve ambivalence is a key to change</p> <p>(We don't <i>hope</i> for ambivalence— we <i>believe it's already present!</i> We believe there is always a side of someone that does not like the problem behavior or wants it to end.)</p>

Motivational Interviewing - Application Guide for AOD Clients

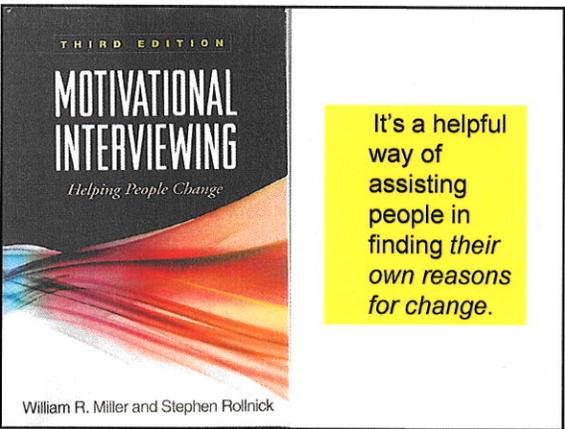
In general, Motivational Interviewing (MI) is most useful:

- **(1) When the goal is an observable behavior change.**
MI is a tool for increasing motivation around change. MI was created to resolve ambivalence – but it has a *directional component* – to move someone away from the hurtful, dysfunctional behavior. If your goal is primarily to educate, provide information, or gather information, MI is not necessarily the tool. Many of the basic listening skills may be helpful, but the “directional” components of MI are less applicable.
- **(2) When the person is more resistant, angry, or reluctant to change.**
Some staff take the stance that MI is best for their cooperative clients, but for challenging clients it’s best to use a tough, directive approach. The research suggests just the opposite. 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 and they want your advice, or simply need help with planning, a direct, advice-giving style may be enough.
- **(3) When the interviewer can separate him/herself from the client’s attitude, actions, or consequences.**
No one wants to see clients or their families hurt. MI does not ask you to surrender this mindset, but rather to be able to *suspend it*. We know there are times we can set aside our directing and advice-giving. Knowing the limits and parameters, the client has control of their 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 and comply. Our agencies or courts may set consequences but we have to back up and allow a client’s autonomy if we want to assist behavior change.



What is Motivation?
 What does it mean to be motivated?

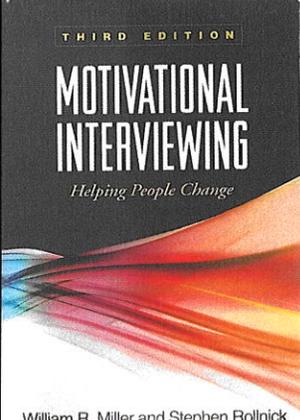
- "All purpose energy (to be directed)"
- Motivation as "approaching or avoiding something"
- Motivation as "preferences directing outcomes"
- What do people want?
 - To survive
 - To maximize pleasure
 - To be effective in life pursuits
 - Deci & Ryan "Self-determination Theory" (SDT)





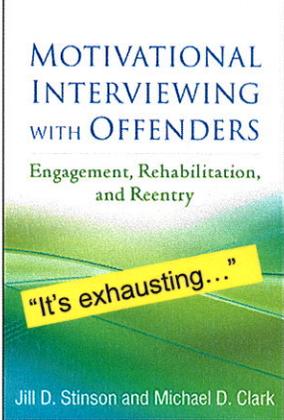
NREPP
SAMHSA's National Registry of
Evidence-based Programs and Practices

- Over 1200 controlled clinical trials
- Since 1990, scientific publications of MI have doubled every 3 years.
- Evidence-Based Practice for **Engagement and Retention**
- It didn't just "come out of" the SUD field...



THIRD EDITION
MOTIVATIONAL INTERVIEWING
Helping People Change
William R. Miller and Stephen Rollnick

- Research shows staff behavior can predict the appearance of change talk
- Change talk predicts later positive outcomes
- People can talk themselves in or out of change



MOTIVATIONAL INTERVIEWING WITH OFFENDERS
Engagement, Rehabilitation, and Reentry
Jill D. Stinson and Michael D. Clark

"It's exhausting..."

"We must remember, there is simply a limit to coercion...."

Change does not have "sides" –two people are involved so *staff's values are critical too.*

"Do you want to be right, or do you want to be successful?"

The Spirit of MI

- "Change is difficult"
- So MI creates an atmosphere / a positive climate that helps change to take place...
- MI Spirit (P.A.C.E.) / "Notes" on next page
 - Partnership
 - Acceptance
 - Absolute worth
 - Accurate empathy
 - Autonomy – support
 - Affirmation
 - Compassion
 - Evocation



Heart set

Notes of the Spirit of MI – P.A.C.E.

P – Partnership

Partnership assumes the presence and participation of more than one person in the relationship. Change is driven by individual motivation – not information or advice. Start with engagement or do not start at all. You don't need a partnership for compliance and obedience—yet it is a critical “must-have” for behavior change. Creating partnerships is a learned-skill, it's more than friendliness or good intentions. And it's not about being happy or displaying a rosy attitude. Partnerships can be built even with a grumpy personality. We don't eliminate our authority; we suspend it to build partnerships.

A – Acceptance. There are four key components to fostering acceptance within an offender relationship.

Absolute worth. This is very personal. The challenge is to look within and decide whether or not criminal behavior negates a person's humanity. MI believes every person has worth and should be accorded basic human respect.

Accurate empathy. With the spirit of MI, you don't listen to offenders to collect information which supports your preconceived judgments. You truly listen to understand the world as they see it. Since all change is self-change, it is critical to understand their perspective.

Autonomy-support. We understand every person has the freedom to choose his or her own course of action. An offender can always accept the consequences. A person will work harder and make more lasting change when he or she *has a choice* in important decisions. You're not losing your power by acknowledging their choice, you're increasing your effectiveness.

Affirmation. Affirmations helped to create a climate for change. They promote trust. Use affirmations as one might use salt in cooking; a little bit improves the dish, but too much spoils it. Affirmations mobilize client strengths. Affirmations acknowledge a simple truth: people change through their distinctive abilities and attributes, rather than through their failures or flaws. Acceptance is not a private experience, but something purposeful that is communicated through your words and actions.

C – Compassion

Compassion is considering the offender's welfare and to give priority to his or her needs – while still maintaining a reasonable focus on supervision and orders. It takes deliberate intention. Compassion is not pity – there is much more hope in compassion. One of the most powerful human motivators is the power of the committed heart. This commitment of heart involves more than just the offender; *it also involves the values, beliefs and desires of staff.*

E – Evocation

We do not install the reasons for change – we evoke them. The mindset for evocation aligns with strength-based approaches where you trust that offenders already have within them what is needed for change. Evocation is more about capacity and values rather than deficit. Most probation, parole or reentry plans are born from our perspective – but this does not make sense. The plan isn't ours; it belongs to the offender. Build a plan from the offender's perspective, since it is he or she who will be asked to do the necessary changing. MI calls you to draw forth their wants, values and competencies. Wants and values are why *anyone* changes. We must get to know what they are.

(Stinson & Clark, 2017)

The Four Processes of MI

- Engagement 
- Focusing

We don't need a partnership for compliance – but it's a requirement to assist behavior change
- Evoking
- Planning

The Four Processes of MI

- Engagement
- Focusing 
- Evoking

Now that you're shoulder-to-shoulder, where are you headed?
- Planning

The Four Processes of MI

- Engagement

Goal of Evoking is to keep the person:
- Focusing

(a) Moving, and
(b) Moving forward based on their reasons & desires
- Evoking 
- Planning

Calling forth the "change struggle"

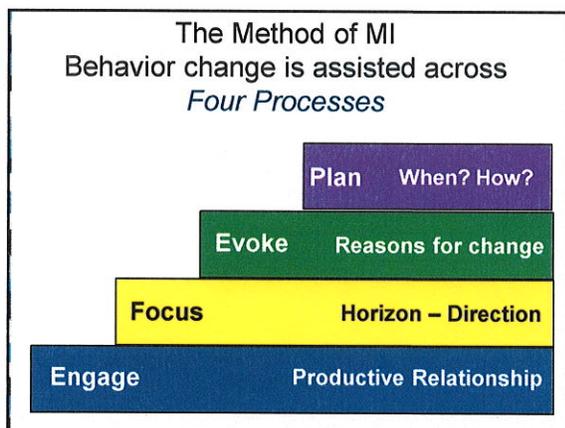
The Four Processes of MI

- Engagement

Planning:
(a) Signs of readiness to change
- Focusing

(a) Three scenarios
(1) Clear path
(2) Several obvious paths
(3) Creating a path
- Evoking

(c) Avoid staff's "relapse" back to *control*
- Planning 



3 points



- (1) Change Talk
- (2) Ambivalence
- (3) Discrepancy



Change Talk

Any speech that favors movement in the direction of change

I want to be healthy... (approach)

I can't stand this anymore... (avoidance)

Change Talk

Change talk is the compass

- What we tune our ear to...



Of all the things the person tells you, what is it you want to reflect?

If you don't know the target, you won't know the change talk!

Client-centered piece / Directional piece



"ambivalence"

Video (3 min): Interview with Karen about managing her rheumatoid arthritis

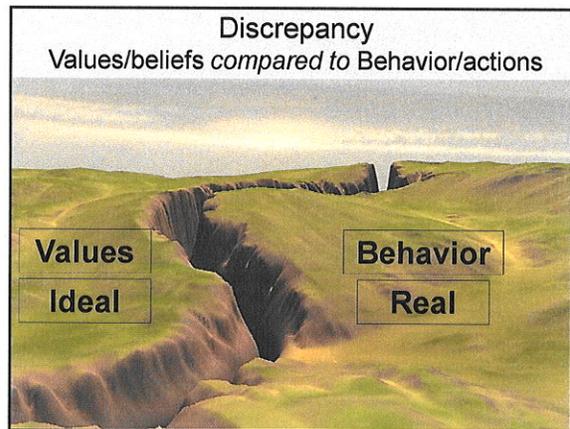
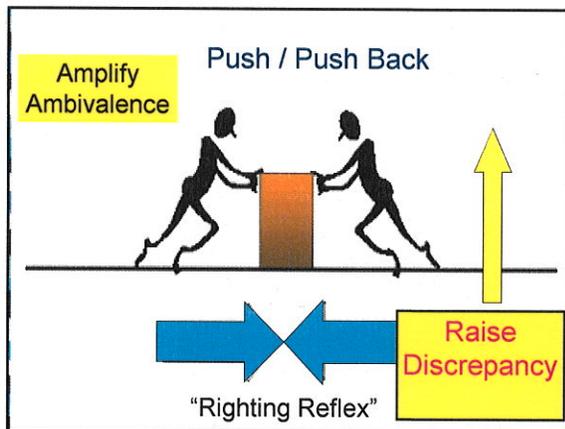
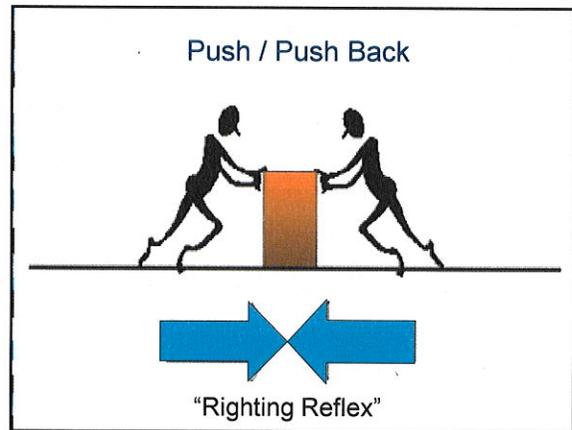
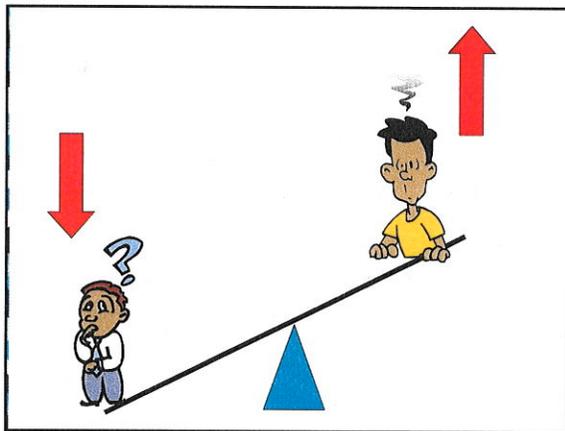
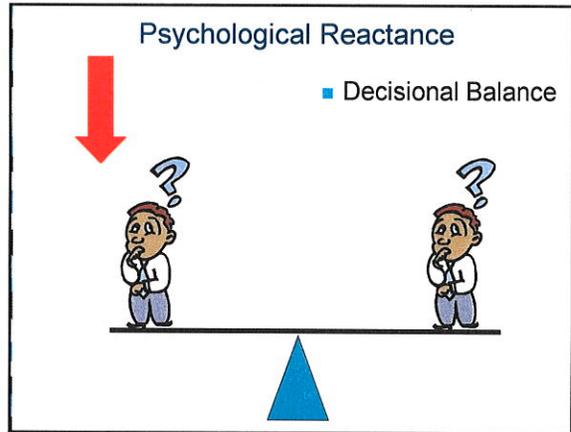
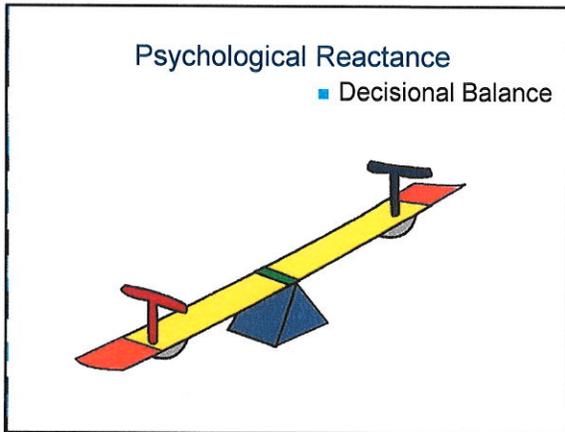
- (1) This is not an example of MI.
- (2) Karen will be pushed to change at the end, *please note her language in reaction.
- (3) Consider how Karen might be feeling when this short interview ends.

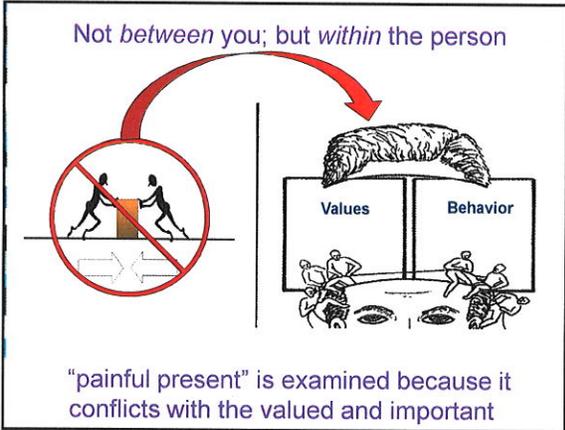
Video – 3 minutes
"Negotiating Ambivalence"

Karen: Managing Rheumatoid Arthritis

Video: Karen and managing her Rheumatoid Arthritis

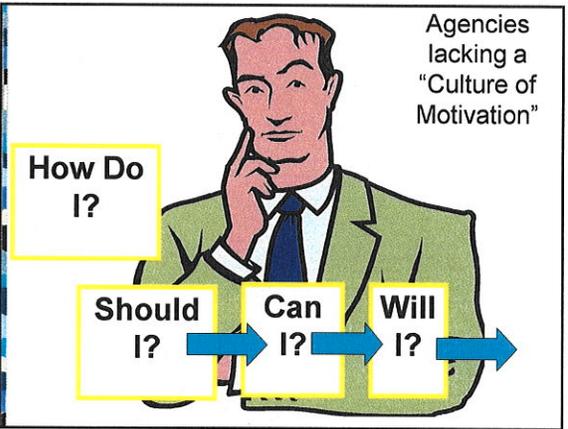
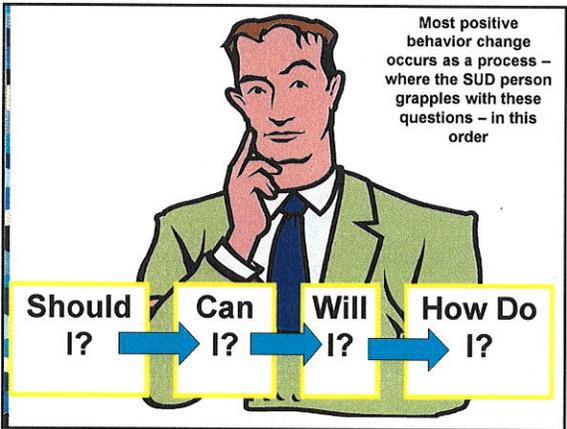
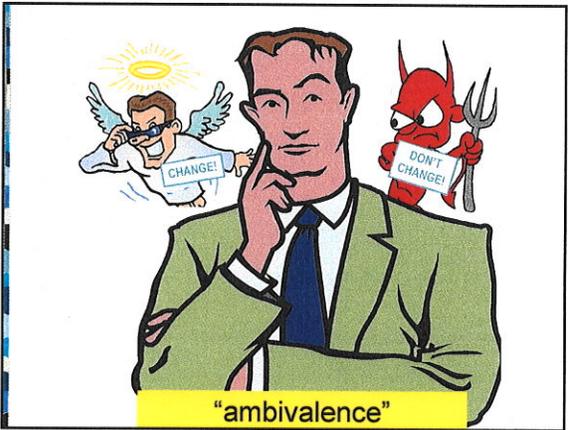
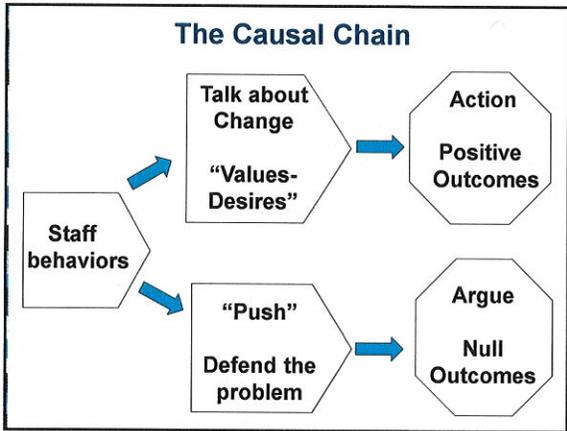
- (1) **This was not an example of MI**
- (2) **After Karen was pushed, what was her language at the end?**
- (3) **How do you think Karen felt when this short interviewed ended?**





2 Minute Response

Instead of assuming all clients come to us resistant, what might be the benefits if staff would (instead) assume that all clients come to us ambivalent?



REFLECTIVE LISTENING

■ One strategy:
Respond to resistance *with nonresistance*.

- A simple acknowledgment of the client's disagreement, emotion, or perception usually permits further exploration rather than defensiveness
 - This avoids the confrontation-denial trap.
- Remember, it's impossible to fight alone! You need two people to verbally argue.

Amplified Reflection

Increasing the intensity of the resistant element

Reflect back what the client has said in an amplified or exaggerated form-
to state it in an even more extreme fashion.

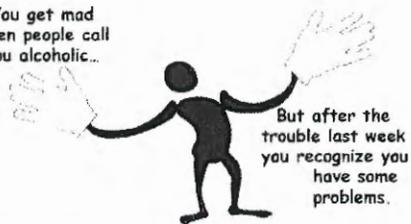
*"So you don't have any problems,
no problems at all."*

Be Careful!! - don't use a sarcastic voice tone or a voice tone that suggests you "know otherwise" as may elicit hostility or resistance.

DOUBLE SIDED REFLECTIONS

Reflecting both sides of the ambivalence.
Start with the resistance side to "open their ears"
to the change talk that comes next.

You get mad
when people call
you alcoholic...



SHIFTING FOCUS (changing the subject)

Shift the client's attention away from a stumbling block or impasse. This amounts to going around barriers rather than trying to meet them head-on



*"We've talked about what
other people say about your
drinking; let's now talk about
what you think."*

EMPHASIZING PERSONAL CHOICE and CONTROL

Use a three-step process to convey it's the client who eventually determines what happens.

- 1. "It really is your choice about what you do in this situation"
- 2. "You may have to face _____
(these consequences) "
- 3. "But ultimately, it's still your decision.
No one can make you do this."

Interviewing Traps with Treatment Court Participants (P)

Trap	What NOT to Say	What TO Say
<p>“Premature Focus Trap”</p> <p>Premature focus on Change (per the Judge’s agenda)</p>	<p>“This problem with your spouse...”</p> <p><i>WHY: Identifies the situation as a “problem” before the (P) has labeled it as such.</i></p>	<p><i>Ultimately you’re the one who has to decide if or how this issue with your spouse will continue. What do you think is the next step for you?</i></p>
<p>“Confrontational-Denial Trap”</p> <p>Arguing the Positive Side</p>	<p>You need to stop making excuses and start this anger management course.</p> <p><i>WHY: Sets up an antagonistic relationship, encourages P to give the counterargument.</i></p>	<p><i>How would things be better for you if you found a way to stop all this trouble?</i></p> <p><i>There’s a part of you that doesn’t feel you need this, but I’ve also heard a part of you that’s tired of this trouble.</i></p>
<p>“The Labeling Trap”</p> <p>Using labels to try and gain an edge – use labels to push change</p>	<p>“C’m on look at your history! Admit it, you’re an alcoholic”</p> <p><i>WHY: See above</i></p>	<p><i>Labels are not important right now. What is important is what you think.</i></p> <p><i>Let’s move past what some people are calling you. I want to hear your thoughts.</i></p>
<p>“The Blaming Trap”</p> <p>Asking Dead or Backwards Questions</p>	<p>Why did you go to that party when you knew it was going to get you in trouble?</p> <p>Did you really think that the police were going to buy that argument?</p> <p><i>WHY: Questions in this format encourage the P to give arguments in support of past behavior.</i></p> <p><i>“Why” questions are actually “who” questions that look to place blame and the session spirals downward</i></p>	<p><i>It sounds like that situation really got you in trouble.</i></p> <p><i>The police didn’t believe you. Now you’re here. What’s your next step(s)?</i></p> <p><i>You believe you got “railroaded” and unfairly convicted by the court. That leaves you frustrated. They placed you in our Treatment Court, so what can we do to finish and get dismissed?</i></p>
<p>“The Expert Trap:”</p> <p>Giving Unsolicited Advice</p> <p>Acting as though the problem would be solved if the program participant would just “listen to reason.”</p> <p>Installing – not eliciting.</p>	<p>You don’t have a job because you’re not putting in enough applications.</p> <p><i>WHY: Sets up an antagonistic relationship, encourages P to give the counterargument.</i></p> <p>You need to get up first thing in the morning, get a cup of coffee, and go in to fill out that application.</p> <p><i>WHY: Encourages P to give the counterargument; Doesn’t encourage P to think about the plan, and thus makes it less likely that P will follow through.</i></p>	<p><i>What ideas do you have as to how you might get a job?</i></p> <p><i>If you decided you wanted to put in a job application, how would you go about that?</i></p> <p><i>Getting a job can be difficult. It’s hard to get into action. So, let’s back up. When you think of getting a job, what do you think about?</i></p>
<p>“The Question-Answer Trap”</p>	<p><i>Using repeated questions without the use of OARS interspaced.</i></p> <p><i>Why a trap? Judge is doing the talking. P is placed in a passive role of answering.</i></p>	<p><i>Avoid the “triple-trouble rule” which cautions a Judge not to use more than 3 questions without a reflection.</i></p>

Motivational Interviewing (MI): Benefits for Treatment Courts

9 Points to Consider

1. Motivational interviewing aligns your treatment court with evidence-based practice for substance use disorders.

In 2008, MI was listed on the SAMHSA National Registry of Evidence-Based Programs & Practices (NREPP). Adoption of MI allows credibility for using researched-based practice, service integrity across multiple professional domains as well as establishing demonstrations / justifications to funding sources.

2. MI prepares program participants for the work of change.

Program participants need to prepare for change. This is as true for offenders as it is for the rest of us. We are seldom taught to prepare people for change—instead, we jump to problem solving, planning, encouraging positive talk, and the like, ignoring or bypassing the need to orient to change work. This orientation includes raising the participant's sense that change is important to them (beyond avoiding sanctions) and that they have the confidence and ability to make the change(s). Compliance is important, but change must be our final goal.

3. Research finds the use of MI increases (a) engagement and (b) retention in treatment.

Start with engagement or don't start at all. And one of the most consistent findings from addiction studies is that the longer one stays in treatment, the better the outcomes (NDCI, 2008). Starting into treatment (engagement, increasing motivation) and staying in treatment (retention) is a powerful combination.

3. MI equips all treatment team roles to assist change – not just the treatment provider(s).

The unique characteristic of a treatment court is *all program staff* share in the treatment mission (Judge, prosecutor, defense counsel, case manager – probation officer, assessor-treatment provider, etc). Yet few beyond those who occupy traditional treatment roles are adequately trained in how to effectively interact with program participants to increase their readiness to change. *MI allows all roles to increase their treatment skills. Adds a treatment "multiplier."*

4. MI extends a working knowledge of human motivation and the process of positive human behavior change.

It is frustrating that most treatment court team members (even counselors) lack a working knowledge of human motivation and the process of positive behavior change. MI adoption will build critical knowledge about assisting change that no team member should be without.

5. Motivational interviewing suggests effective ways of handling resistance and can keep difficult situations from getting worse.

Motivation is not a fixed characteristic, like adult height or having brown eyes. Instead, it is a condition or state, and it can be *raised or lowered* by how we interact with program participants. The best sanction is one that never has to be delivered. Teams understand that *all staff* need to develop a supportive counseling style. MI can train all staff, including Judges, lawyers, officers to improve their style of interacting. Learn to work with those who don't want to work with you.

6. MI can be a stand-alone or used adjunct to treatment approaches or services already in place.

Treatment courts access a wide-range of community programs for their participants. Use MI as a stand-alone to increase client-engagement and increase the readiness to change. Or, use it adjunct to existing methods or treatments approaches already in place. Your treatment court and the multiple helping domains can all be “on the same page” for language, methods and consistency of service.

7. Efficient use of time-limited interactions.

Constant arguing, persuading or confronting is a poor use of the limited time that team members spend with program participants. MI can improve the value and impact of compressed interactions staff have with program participants. MI is proven to reduce aimless chatter by staff and keep staff-participant conversations focused on objectives and goals (Martino, et al, 2008). We seldom—if ever—change anyone in a short time frame, but MI offers methods and strategies to “raise the odds” and improve the likelihood that short talks will prove helpful.

8. Motivational Interviewing shifts the balance of responsibility, making treatment court staff “agents of change” rather than responsible for change.

Trying to persuade someone to do something they don't want to do is exhausting, and many treatment team members are exhausted. When MI is practiced correctly, your program participant voices the reasons for change (Miller & Rollnick, 2013). Court personnel have found that using MI lowers their level of frustration and renews commitment and vitality to their work with offenders (Stinson & Clark, in press).

9. Training and coaching resources are readily available to treatment court teams and adjunct treatment court agencies (community stakeholders).

MI has been trained to the addictions field, probation & parole, detention facilities, child welfare, employment services, mental health, schools, juvenile courts, judiciary, attorneys, social work and family counselors. This approach also has fidelity measures to determine if the practice is (a) being used by team members and (b) to what extent. Blended learning formats are also available for sustainability and continued skill building. Adopt it and keep it growing over time.

References

- Martino, S., Ball, S., Nich, C., Frankforter, T. L., & Carroll, K. M. (2009). Informal discussions in substance abuse treatment sessions. *Journal of Substance Abuse Treatment*, 36, 366-379.
- Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). NY: Guilford Press.
- National Drug Court Institute, (2008). *Quality Improvement for Drug Courts: Monograph Series 9*. Alexandria, VA.
- NREPP. *Motivational Interviewing*. Intervention summary retrieved on April 15, 2013, from the Substance Abuse and Mental Health Services Administration's National Registry of Evidence-based Programs and Practices, <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=130>
- Stinson, J. & Clark, M. (in press). *Motivational Interviewing for Offender Rehabilitation and Reentry*. NY: Guilford Press.



Approved for CEU's



20 WEB COURSES

Motivational Interviewing (MI) for Counseling Services

The most comprehensive series published for internet-based training in Motivational Interviewing

Motivational Interviewing (MI) has become a favored Evidence-Based Practice because it's been found to increase engagement between staff and client and improves retention in services with our clients. Why the demand for MI in Community Work and Counseling Services? Because it's a helpful way of assisting people in finding their own reasons for change. MI is for working with people who are ambivalent and stuck in indecision!



Unlimited Access for One or Two Years!

Created for busy staff with no prior training in MI, or have completed training but need to continue building skills.



BLENDDED

MI 20

Busy staff can take the courses when their schedule allows



LEARNING

PEER GROUP 20

Then staff can meet in small groups and use companion booklets that are available for each Web Course - all to assist continued development and skill-building

Discounts for group sign ups

Contact the Center for Strength-Based Strategies

(517) 244-0654

www.buildmotivation.com



2 years of unlimited
access



Free note-taking
packets

Quick Guide to the “MI -20” Web Courses
(Including 20 Companion booklets for small group skill-building)

- 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
- Module 16: Problem Discussions, Giving Advice and Exchanging Information with an MI Perspective
- Module 17: Navigating the Tough Times: Working with Deception, Breaks with Agency Mandates and Sanctions
- 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

Companion Booklets for skill-building in small groups

All courses are Disability (ADA) compliant

Bibliography – Motivational Interviewing and the Strengths Perspective

- (2009) Clark, Michael D., The Strengths Perspective in Criminal Justice. In D. Saleebey (ed.) Fifth Edition (2009). The Strengths Perspective in Social Work Practice. New York: Longman. Access free PDF copy at www.buildmotivation.com
- (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). Access free PDF copy at: <http://nicic.org/Downloads/PDF/Library/022253.pdf>
- (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. Access free PDF copy at www.buildmotivation.com
- (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. Access free PDF copy at www.buildmotivation.com

Bohart, Arthur & Tallman, Karen, (1999). How Clients Make Therapy Work: The Process Of Active Self-Healing. Wash. D.C.: American Psychological Association.

Duncan, B. & Miller, S., Sparks, J., (2004). The Heroic Client: A Revolutionary Way to Improve Effectiveness Through Client-Directed, Outcome-Informed Therapy. San Francisco: Jossey-Bass

Duncan, B., Miller, S., Wampold, B., & Hubble, M. (2010). 2nd Ed. The Heart and Soul of Change: Delivering What Works in Therapy. Washington, DC: American Psychological Association

Farrall, Stephen. (2002). Rethinking what works with offenders: Probation, Social Context And Desistance From Crime. Portland, Oregon: Willian Publishing

McMurrin, Mary.(Ed.) (2002) Motivating Offenders to Change: A Guide to Enhancing Engagement in Therapy. NY: John Wiley.

Miller, William R. & Rollnick, Stephen., 3rd edition (2013). Motivational Interviewing: Preparing People For Change . New York: Guilford Press

Nichols, Michael P., (1995). The Lost Art of Listening: How Learning To Listen Can Improve Relationship. NY: Guilford

Stinson, Jill & Clark, Michael (2017) Motivational Interviewing With Offenders: Engagement, Rehabilitation and Reentry. (Guilford Press – Miller / Rollnick Motivational Interviewing Series).

Ward, Tony & Maruna, Shadd (2007). Rehabilitation: Beyond the Risk Paradigm. NY: Routledge