NCJTC Webinar Transcript | Addressing Violence Against Women through Motivational Interviewing

Welcome to the National Criminal Justice Training Center Webinar addressing Violence Against Women Through Motivational Interviewing presented by Dr. Anjali Nandi. My name is Greg Brown. And I will be moderating for you today.

Before we begin the presentation, there are some items I need to go over. This project was supported by a grant awarded by the Office of Violence Against Women, US Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this program are those of the authors and do not necessarily reflect the views of the Department of Justice Office on Violence Against Women. Poll questions will be asked during the webinar. Please respond promptly as the polls are only open for a short period of time.

So with that, let's go ahead and try our first poll question. The first poll question is, which of the following best describes your role, victim services/victim advocate, probation/community corrections, law enforcement, child advocacy, center worker, social worker, mental health worker, or other? All right, so today we have about 31% of the audience is social services/victim advocates, 21%probation/ community corrections, 10% law enforcement, 26% child advocacy workers, social worker, a mental health worker, and about 13% are from other professions.

With that, I'm pleased to introduce you to our presenter Dr. Anjali Nandi. Dr. Nandi is an associate with the National Criminal Justice Training Center of Fox Valley Technical College. She is also the chief probation officer for the 22 Judicial District for the State of Colorado. Additionally, Dr. Nandi is a published author having co-authored nine books.

My name is Greg Brown. And I will be moderating today's webinar. I'm a program manager for NCJTC. And I've worked with NCJTC for little over 15 years as an associate in the last couple of years as a program manager.

My background's in probation. I worked in probation for about 31 years, supervising specialized populations, including domestic violence and sex offender populations, as well as other high-risk populations that were sentenced in our department. So with that, thanks, again, to everyone for joining us today. And, Anjali, the time is now yours.

Great. Thank you so much, Greg, and welcome everyone. I'm thrilled to see how many people are on this webinar. And my hope is that today you'll be able to learn skills that you can use pretty

immediately to engage in a conversation with anyone. Ideally, in motivational interviewing, we're talking about behavior change, but really motivational interviewing skills apply to so many different areas.

So throughout this webinar, we'll try and use a bunch of different examples as well, but if things that we're saying are not making sense or you're having a hard time applying what we're talking about to the very specific work that you do, please don't hesitate to use the question answer-- the question box. Put your questions in there. And Greg will really stay on top of interrupting me and asking some of these questions. So the more questions you can put, the more this webinar will really meet your needs.

I'm also hoping that you will understand through this webinar the concepts of ambivalence and discrepancy and what to do with them. You'll be comfortable with using motivational interviewing skills to discuss harm, but also responsibility. And, hopefully, you'll be able to adapt these MI conversations really specifically with the populations that you're working with.

So let's just start with difficult conversations. And oftentimes, when we're talking about behavior change or we're talking about being victimized, or harm, or impact, these conversations tend to be high stake. And so we know that we need extra special skills when there's emotion involved, when the stakes are high, or when there is a difference in opinion, perhaps. And responsibility is such a great example, or accountability is such a great example of where opinions differ.

There are times where you can get away with not using your best skills. And so the slide what I wanted to just highlight is there are times where you cannot get away with sort of using mediocre skills or not really being on top of your game. And these high stakes high emotion conversations.

So an example of a high stakes, high emotion conversation is talking about accountability. And part of the reason why this is so important, and we talk about it when we talk about victims being victimized, talking about harm, talking about accountability, all of these things, is because it's very easy when people are not taking accountability for us in the conversation to slide into finding ways to blame. And unfortunately, any time somebody feels blamed, whether it's justified or not, any time as human beings when we feel blamed, we immediately fall into a shame spiral.

And when we feel shame, it's very, very difficult for us to feel safe and to take any responsibility for our behavior. So whether we are the person who has been harmed or we are the person who has done the harm, if we start to feel like you are putting any blame, then we will shut down, withdraw, and do one of two things, either act out or act in, kind of shut down, withdraw, or act out, be

aggressive in the conversation in response. And so the piece I just want you to take away from this slide is be really careful when you are having conversations to stay away from the blame and shame game, and instead get curious with the person.

And we'll talk about some skills that we can use to do that. We know that we're falling into the blame and shame trap when we're talking, when we're sort of finger pointing, and we're talking about what did you do wrong versus what happened. How are you going to fix this versus what are the things that are-- what are some skills that are available to you right now? What would you like to have happen here?

So just the way we phrase our questions really matters. And then the tone really matters. And we'll talk about all of these things as we go along.

So what happens to us in our brains when we fall into a shame spiral is we get out of this intellectual brain that you see on the left side of your screen, our logical brain, our brain that can think about possibilities, ideas, creativity, humor, all of those lovely things that help us look ahead. We get out of that brain. And we get stuck in our emotional brain that's only focused on the past.

And so when we're stuck in our emotional brain, it's very difficult for us to try something new or take chances, to take positive risks from that part of our brain. And so when you're having these conversations with folks, it's really important that we help them keep both parts of their brain engaged, their emotional brain and their intellectual or logical brain. So when we get stuck in that emotional brain, it's sort of our brain freaking out.

We're in a non-safe zone. And what we start to think about is defensiveness first. I have to be safe. I have to defend myself first.

And then several things happened to me as a result. Our hearing literally diminishes, meaning we cannot hear each other as well. We can't creatively problem solve. We don't find things funny. We struggle with a sense of humor.

We also struggle to see complexity. We tend to view things as really black and white when we're stuck in this emotion brain. And we have no recollection of anything positive.

I'm guessing you have experienced this. Folks on the webinar have experienced this, where you're really angry with somebody. Maybe it's your partner. Maybe it's your kid, your roommate.

You're angry with someone. And in that moment, when you're angry with them, it's really hard to

remember anything that they've done well. So that's what I mean by positive memory is compromised. And that's true about our conversations with the people that we work with, whether they're victims, survivors, whether they're people who've done harm, clients in the criminal justice world.

So it's just important for us to remember that if their brains are locked up, it's tough for them to engage in these conversations. And so it's our responsibility then to help them feel safe again. And so what helps people feel safe in these really tough conversations is about shared purpose, about you helping them know that you're both here for the very same goal, to support them, to help them move forward, or to help them get their needs met.

So that's how we enter into conversations. And then we stay in the conversation if we feel respected. So entering the conversation is about sort of sharing a common goal. And then staying is feeling heard.

So if I can help somebody feel heard, feel respected, feel like I get it, then they will stay in a difficult conversation with me. Let's say we're in a conversation. And we're having a conversation about some kind of content, whatever the content might be. If you notice that somebody is feeling unsafe or they are kind of flipping out, they're not really engaging in a positive way with you.

Get out of the content, and know that it's safety that matters. So get out of the content and back into safety any time in the conversation. And by focusing on safety, you're doing gentle things, like reminding people, we're here for the same goal and really making sure that you're leading with empathy.

Work to have the conversation at the level that matches the level of the person is bringing it with. So if they're bringing it and saying, this is really important to me, then recognize that. And prioritize it accordingly. And you might need to apologize.

You might need-- I cannot tell you how many times in conversations with people I've said, it seems as if I've said something that's really upset you right now, and I'm sorry. That was absolutely not my intention. So just apologizing really helps calm things down. You can also contrast things.

You can say what this is and isn't about. This isn't about blaming you. This is not about getting you into trouble. This is not about telling you that your needs are not important. That's the contrasting and then reminding them about mutual purpose.

So these are sort of foundational before we even get to any of the skills. They're really sort of foundational things that we need to understand about difficult conversations that we have with people. And when we engage in these kind of tough heart conversations, it's really about relationship, which is empathy fundamentally.

And empathy is understanding, but it is not fixing. It is not making things OK. It is not about reducing other people's discomfort. And this is really hard, because when we're having conversations with somebody and they are struggling, they are in pain, as human beings we want to pick them up and stop the pain. And yet, that's not helpful in the long run.

We inadvertently disempower people when we do things for them or we try and reduce their discomfort. Ideally, what we're doing with them is where we're sitting with them. We're listening. We're right there. And then we help them move forward.

So it's them moving forward as opposed to us kind of picking them up and moving them forward. So I know all of this sounds fine, but we will start to get really practical and provide some practical examples of what this looks like and then what some problematic responses look like. So empathy is really about conveying understanding, but not making the behavior OK, or fixing it, or rescuing, or stopping the discomfort.

And when I say empathy is not about making the behavior OK, what I mean by that is just because I understand doesn't make it OK. So let's say somebody is yelling at me or somebody is really frustrated because I didn't respond to them quickly enough or whatever, and they're frustrated, and they're yelling at me, empathy is understanding, of course, you're frustrated, I absolutely hear that you are frustrated. You feel like I wasn't paying attention. And you really wanted my response faster.

And it's not OK to yell. Because when you yell at me, it's really hard for me to hear you. It's hard for me to be responsive. So tell me again, but tell me in a way that I can truly hear you.

So empathy is understanding, but it's not excusing bad behavior or negative behavior. Greg, I'm just going to take a pause here, because this is a really important concept. Anything you'd like to add or any questions so far from our listeners?

Yeah. Could you talk a little bit more about shame? I know it's a pretty powerful emotion.

And most of us feel it, but how does shame fit into this? And what might be our role in dealing with people who feel shameful about their behavior or the situation that they're in or having to talk about intimate details of their life with someone? Just a little bit more on that I think would be helpful.

Sure. Thank you for asking that. So shame is one of these really tough emotions. It feels uncomfortable.

When we feel shame, we believe that we are not worth being seen. And to be seen is a very fundamental human need. So when we feel shame, we don't just feel shameful about a situation. We actually feel shame about who we are as a person.

So guilt and shame are quite different. We feel guilty about a particular thing, but we feel shame about who we are to our core. So that's why it's such a tough emotion. And all of us on this call have experienced shame at one point or another.

And when we feel shame, most often what we want to do is run and hide. Don't look at me. Don't talk to me. Don't notice me, because I'm not worthy.

I am not worthy of being noticed. Some of us when we feel shame, it's so uncomfortable that we react. We get aggressive. We yell. We start blaming.

And so a blaming response oftentimes has shame kind of sitting underneath it. So there are times-- let's use a talking with a victim of abuse, for example. Very often, a victim of abuse will feel shame about being in that situation. How did I let this happen?

How could I have let this happen? I should have seen it. Those are shame kind of things, shame statements. I should know better. What's wrong with me? I probably deserved it anyway.

Those are some of the statements. And what's really important in those moments is for us to create a safe space for them to know that we accept them, regardless of what they've done, what they've been through, what's happened to them, et cetera. And we do that through empathy. We do that through respect.

We do it through really hearing. I hear how hard this is for you. And I'm here for us to talk through it all the way. So we really allow people to kind of share whatever's going on for them and talk through that. The thing that gets us out of shame quickly the quickest is somebody expressing empathy.

The thing that keeps us in shame is people being judgmental or wagging their finger or saying things like, well, at least, it's not that bad, or it could have been a whole lot worse, at least you are not, at least you're still alive. Those are the kinds of things that are really unhelpful. So empathy really helps us get out of this shame cycle the fastest. Anything you'd like to add to that, Greg?

No, but I think there's a couple of questions that are related to that. You talked a little bit about the change equation. And I know we used one in corrections around the importance of the relationship. Is there a comparable kind of assessment of how important the relationship is either working with clients that are on corrections or victim survivors that are involved in the system and have been harmed?

Yeah. And actually, the research is pretty clear across the board, no matter what the population is. So whether it's clients in the criminal justice system who have committed crimes, or it's victims of those crimes, or it's even people seeking psychotherapy on their own, or it's people engaging in change behavior, for example, or recovering from addiction, whether they've chosen to be there or whether they're forced to be there, across the board in all of these research studies, we're finding that relationship is what drives long-term behavior change, that we can attribute outcomes to many different things.

And what's in our control is the relationship. So that's true across the board. And so I really appreciate the person asking that question and recognizing just how important relationship really is.

Thank you. And just one more. How do you get out of the mindset when you cannot see anything positive or when we can't see what they have done as well in the past?

Yeah. I love that you recognize that you are there. I love that you recognize that you cannot see anything positive, because what's happening in that moment is it actually is about me in that moment. If I cannot see anything positive, I need to take a step back and say, what's going on for me?

Usually, when I cannot see anything positive, it's because I feel like I had an expectation and the other person did not follow through, that I'm working really hard and the other person has done nothing. Oftentimes, when we cannot feel-- when we cannot see anything positive, we're feeling resentful, or used, or there's some emotion that's happening for us. And usually, underneath that is a boundary violation, meaning there was something that we wanted, an expectation, whatever it was that we didn't articulate or it didn't get met somehow.

And so in that moment, it's important to take a step back and think, OK, what are my realistic expectations of this particular person? Greg says this a lot, that when we're working with people, we will get all kinds of students. We'll get people who do really well, whether it's on probation, or wherever, whatever work we're doing with them. And then we have C students, and that's OK.

You might have a client, or a person that you're working with, a victim who the best they can do is

what they're doing right now. And so for me I have to adjust my expectations and really get clear, what is it that I can expect from this particular person? Make that expectation clear, and then follow-up immediately when that behavior is not matching.

So if I cannot find anything positive, I need to just take a step back and check myself. What's going on for me? Is there an expectation I have not articulated well enough?

It could also be that I'm burnt out, which, of course, has happened to all of us, which might mean I need to adjust my self-care a little bit. So there are different kind of ways of addressing it, but the first step is to recognize, wow, I cannot find anything positive with this person. Sometimes we call that compassion fatigue. And so just recognizing that, and then going-- taking the next step is really important.

Thanks, Anjali. And there is one other question that I did want to cover before we moved on, which is, can shame be viewed as a protective factor when expressed by an offender?

I'm guessing when you're saying protective factor, you mean as a defense mechanism. And it could for sure. The person could be using it as a way of protecting themselves or a defense mechanism to not talk about certain things. Just because somebody feels shame about something doesn't mean we don't talk about it.

So if the person is using it as a defense mechanism or as a way of protecting themselves, we still go after that conversation, but we do it quite gently so that the person knows that we're still going to have that conversation. And part of motivational interviewing is just being really gutsy and courageous in our conversations. So we're really helping people know that we will have any conversation no matter how tough it is. A great question.

Thanks.

Anything else, Greg?

I think we should-- yeah. Nope. I think we should move along. And I'll start compiling some other questions for you.

Perfect. Thank you.

So just to summarize this piece, in order to reestablish safety, we notice when somebody is flipping out. We frequently call this a flipped lid. I know many of you have been on previous webinars and

have heard me talk about a flipped lid. But what we mean by a flipped lid is when you lose connection with that frontal cortex, your thinking brain, and you get stuck in your emotional brain.

So just notice when that's happening for the person in front of you. Convey respect and empathy. And we've talked a little bit about that. And then you can use some grounding techniques.

And by grounding techniques, I mean techniques both for you and for the person that you're talking with. Grounding techniques, really simple, making sure people feel their feet on the floor, their butt in the chair if they're sitting down. Maybe you ask them to name some things in the room. Name four things that you can see in the room.

Maybe you kind of come up to a topic that's less at a level that's less intense for the person that might be a little bit grounding. Breathing is really grounding, movement-- all of those things really helpful. So those are some of the ways to kind of really quickly reestablish safety. And if you want more information about this, we have several webinars on very similar topics that you can refer to where we kind of delve into grounding techniques, and trauma, and Trauma-informed Care is one of those.

So you can definitely look at other webinars for additional grounding techniques. So I know that I have talked for quite a while here. And I want to just bring you all in and make sure we still have all folks listening and engaged. So here's another poll.

And just before we launch this poll, I want to say we all do these things. We do these things inadvertently, even though it has nothing to do with being good people or not. So please don't feel any shame around it, but what are things we can do to make someone feel defensive and not take responsibility? What are some things that we inadvertently do? So, Greg, can you help me by launching the poll, please?

Sure. And it is, what things can we do to make someone defensive and not take responsibility? And check all those that apply. Shame them, blame them, convince them, argue with them? OK. So shame them 85% of the audience said, blame them 90% of the audience, convince them 58%, and argue with them 86%, Anjali.

OK. Beautiful. Thank you. Yes. So these all are inadvertent ways that we make people defensive.

And you are absolutely right, that shaming, blaming, and arguing with people really create such a defense mechanism that it's really hard for people to take responsibility. You've probably notice this in your life. When somebody is arguing with you and trying to convince you that you are wrong, trying

to tell you that you are wrong, it's very hard to then admit that you are actually wrong. It feels awful.

And so we have to create environments where it is OK for people to say, I'm struggling, or this is really hard for me, or I know that I was involved in this really terrible relationship. And I was victimized. And now I'm back in a terrible relationship again.

We have to create safe spaces for people to have these conversations. So there are things that don't work. And then there are things that do work. The things that don't work are just like you all talked about right now or shared, giving advice, telling people what to do, shaming, telling people that there's something wrong, meaning providing them with a discrepancy.

You said you didn't want to get back in a negative relationship and here you are-- what are you doing-- or not caring, which we can talk about as indifference. But when people feel that we don't care, they immediately get into a space where they feel unsafe. Their lid flips really quickly.

So it's really important to convey a sense of caring. And then what also doesn't work is providing-- talking about extreme consequences that they know will not happen. You will probably die if you enter another assaultive relationship. And they're probably looking at you thinking, well, I'm going to die anyway. And that's probably not going to happen in the next relationship.

So those kinds of things, those kinds of conversations unfortunately don't work in the long run. What does work is helping people get uncomfortable. And I know that sounds so awful.

It sounds almost, mean, almost sadistic, but in order for us to truly acknowledge and change, we need to get a little uncomfortable. And so discomfort is a good thing. And so we develop that discomfort.

On the slide, it's called discrepancy. In motivational interviewing, we call it discrepancy, but discrepancy is about discomfort. And sometimes I use the term productive discomfort.

We don't want people so uncomfortable that they're anxious and unsafe. We want them in the space of where their discomfort really helps them feel like, OK, I need to do something about this. And we get there when our awareness increases.

We get there when we have information that matters. We show that we're curious. We're interested in them. We become almost somebody who's interviewing them, who's so interested in their lives and how their brain works and what they're up to.

And we provide options. And we talk about natural consequences together. So we'll talk through all of these things. And we'll go through some skills that are really helpful.

And so the first piece is recognizing that about all behavior most people will be ambivalent first, meaning they will kind of want to and kind of not. And if you feel really strongly about something, you will fall into a trap that we call the righting reflex, this reflex within us. And it's normal, by the way. We all do this.

It's a reflex within us that wants to fix things, wants to make it right. So when somebody's saying, I don't know whether I should leave this person or not, or I don't know whether I should do this or not. If we jump in and say, well, of course, you should. Here's why. We've fallen into a trap, because we've taken one side of the argument.

And when we take one side of the argument, we unfortunately leave the other person with only the option of taking the other side. So when we are faced with ambivalence, instead of jumping on to one side, get curious. Ask questions. Find out more.

And so in motivational interviewing, one of the most fundamentally important skills is asking open questions. Incredibly important. Now, some of you on this call might be rolling your eyes thinking, oh, my gosh, this is such a basic skill. And I fully agree with you.

We get taught open questions really early in our career. And yet, interestingly enough, we fall into two traps. One, we get stuck using closed questions instead, because we're impatient. And closed questions are questions that you can get a yes or no response with.

So we tend to get impatient. We want to drive. We're running out of time.

And so we ask closed questions. That's one trap we fall into. And then the second trap is we don't ask strategic open questions.

So for those of you who are thinking, oh my gosh, open questions that's super basic, I want to just challenge you a little bit to be thinking about, are there ways in which I can make my open questions a little more strategic, meaning can I monitor and pay attention to what I'm asking about and pay attention to the direction that I'm trying to take this conversation in? So we can think about open questions in terms of kind of these broad, open questions, or some narrow open questions. I would probably start with some broad, open questions. And then start to narrow things down.

And get really deep in your questions. Tell me more about that, or why is it that this is so important to

you? I don't know why I'm sticking with this relationship example here, but let's say somebody is in a problematic relationship. What is it that you are getting from this relationship? In what way is this working for you?

So asking those really tough questions and even if the person responds with, I don't know. I don't have an answer for you. It's OK. What you're doing is you're starting the process of them thinking.

And sometimes they will come back to you several weeks or months later and say, OK, I finally figured it out. I have an answer. So it's really important to kind of pose these open-ended questions. We'll also talk about other skills like affirmations, reflections, which are at the heart of motivational interviewing. And we'll talk a little bit about summaries.

So let's talk about affirmations next. Affirmations are statements of praise, statements that recognize efforts, or recognize what people are doing. And we really have to train our brain to catch people doing it right.

One of you asked a question around, what if I can't find anything that they're doing right? And unfortunately, our system trains us to catch people doing things wrong. And so we have to really work hard in our brain to capture the things that people are doing right. Recognize it.

Now affirmations work in multiple different ways. One of the things that affirmations do is they reduce defensiveness in the other person. Examples of affirmations are, you're doing a great job participating in this webinar. I so appreciate the really interesting questions that you all are asking.

Those are some affirmations. But notice that my affirmations were specific. They weren't, hey, great job, folks, which is fine, but it does nothing to reinforce the very specific behavior I'm looking for.

So it's important to remember that you have to link your affirmations with actual behavior. So try not to do a generic great job or good work. Be really specific. Great job with what, or good work with what?

So link your affirmations to behavior. Make sure they're genuine. And don't use affirmations to rescue people or to reduce their discomfort. And I'll give you an example.

This was a while ago. I have a teenager. And when she was very, very young, I was struggling as a working mom. I felt like a terrible mother.

She was in kindergarten. And other moms were bringing home-baked cookies. And I was, of course,

bringing store bought cookies. And I felt like I was doing a terrible job.

And so in one of my conversations with a client, the client said something like, I really want to be a better mom. And I said, oh, what does that mean to you? And, of course, the client said, well, it means cooking more food at home, cooking more meals at home.

And I said, oh, how frequently do you cook at home now? And the client said, well, 3 times, 4 times a week. And I really want to make it 6 times a week.

And because of what was going on for me my response was, oh my gosh, you're a great mom already. And can you see the problem with that? It was so not about my client. It was about me.

I was sort of trying to make her feel better about herself. And really, I'm trying to make myself feel better. But also, I reduced her discomfort.

She wanted to make a change. And I said, no, don't worry, you're doing just fine. And we do, we fall into traps in many different ways.

Sometimes a client relapses, and they're beating themselves up. And we say, no, no, client, don't worry about it. It's not so bad. It was only a couple of days or whatever.

So be really careful not to use affirmations to reduce discomfort. If people are uncomfortable, just hang out with them. Stay there.

Ask questions. Don't pull them out of their discomfort. So I'm going to take a quick pause here and bring Greg in. Greg, any questions so far?

I have actually quite a few questions. So let's see here. What kind of victim-- hang on one second. What kind of victims should we use this strategy with, examples, child adolescent, adult victims, and sexual versus sexual abuse? And what makes motivational interviewing different from other types of forensic interviewing?

Excellent questions. These skills are universally applicable. In all of the motivational interviewing research that's been done has been done on different populations, cultures, languages, et cetera, but also different types of behaviors as well. So people who are trauma survivors, for example, or people who are survivors of sexual abuse, or people who have committed crimes and are working on behavior change.

So all kinds of different populations. What makes motivational interviewing different is really the key

question. So I love that you have asked this question, because right now, as far as we have covered, it sounds like basic interviewing skills.

What makes motivational interviewing different is focusing on two things. One, the heavy emphasis on relationship and relationship first, meaning it's not about the skills, but about the music. It's about a way of being with people that's different, that's respectful, that really honors the wisdom of the other person, that recognizes that I am not the expert, that the person in front of me is the expert.

I may know about research. And I may know about what's worked for other people, but this human being in front of me has the wisdom, the skills, and the knowledge to be able to move forward. I just need to kind of help them get clear about that and help them take the next step. So it's a very respectful sort of honoring way of being. So that's one of the things that makes motivational interviewing very consciously different from other forms of interviewing, which just focus on skills.

The second piece, which we haven't gotten to yet, is about strategically focusing on something called change talk. So hold on to that. And we'll come back to change talk, but that's another thing that makes motivational interviewing very different.

And in the research, it's one of the evidence-based practices that really supports long-term behavior change. And, again, when we come back to change talk, I'll talk more about that. What other questions do we have Greg?

The next question is, can you describe a scenario where you would develop productive discrepancy?

Yeah, productive discomfort or productive discrepancy, great. So we can develop discrepancy or discomfort about many different things. Some examples are between where I am and where I want to be.

Client, you say that you really want this life, whatever the client is saying. And yet, here is what you're doing right now. Help me understand. Help me understand how we get from here to there or why it is that you continue with this when you want this other thing.

So between where we are and where we want to be. You can also develop discomfort between your goals and your values. So the client says, I really value my family, but their goal is to maybe get a job that keeps them away from their family, for example. So there might be some comparison between sort of values and goals.

You can develop discomfort there. Developing discomfort is a really personalized thing. I'll give you

an example kind of a silly example.

I had a client who was really working on quitting smoking. And this was smoking cigarettes. He had already had made huge changes in his life. He started with heroin.

And so he made all of these huge changes. And now it was sort of the smoking thing. And he had to pick up his kiddo from school and stopped for a pack of cigarettes, got to the school. And the kid was waiting for him in the rain, was totally soaked, et cetera.

And when the client was telling me the story, I said, wow. I'm just noticing the pain that you're sharing right now of leaving your kid standing in the rain. And he looked at me and he said, oh my gosh, in that moment, I felt like the worst father and cigarettes did that.

And I'm done. I'm just done. I'm never going to want to see that look on my kid's face again. And it was so profound in that moment, because there was such discomfort.

And I say, it's a silly example, because I have other clients who have lost their kids. And it's not a place of discomfort for them. So with this client, it's a very individualized thing. What's one person's discomfort is not another person's discomfort.

So we have to develop productive discomfort that's very individualized for each person. It's not kind of this universal thing. What else do we have, Greg?

Here's a question on, how do I handle the power and control issues in a DV relationship? Abusers isolate and usually control the finances of the victims, et cetera.

Yes. And I'm curious if the person is talking about working with the offender or with the victim? Is that clear in this case, Greg?

I think it would be the offender. How do you handle the power and control issues of DV relationship? Oh, I think it would be the victim. I think you're right. Abusers isolate and usually control the finances of their victim.

Yeah. Great. So here's another example of productive discomfort. It would be a really, really important conversation with the victim about in what way does it serve you for somebody else to be in control of finances and in control of these other things?

Because here's the really interesting thing about us as human beings, there's always wisdom, even though it's twisted sometimes in the behaviors that we choose. So when we choose to be in a

particular relationship, there's something going on, either it's familiar or I feel safe, because even though I get regularly assaulted and regularly abused emotionally, there's something familiar about it. It feels like home, or it feels like family, or whatever it is.

And it's really important for us to be able to have those conversations with people where they recognize what is it that I'm getting out of this without shame. There's no shame in the fact that sometimes I engage in really unhelpful behavior, because ultimately it works for me. So I would have those conversations. Be really courageous, no matter what your role is.

So if any of you are thinking, oh, I'm not going to have that conversation, that's for therapy. What therapists would do is then go deeper into the trauma. I'm not asking any of you to do that. I'm not suggesting that we do that at all.

I am suggesting though that we help increase people's awareness by asking questions. And they're increasing their own awareness. We're creating the space. We're asking questions and creating the space for it.

We would never say to the person, don't you see that this is happening. That's providing discrepancy. I wouldn't say that. I would ask the question, what do you notice is happening, or what works for you about this situation? So really coming from that aspect is helpful when we're talking with folks who are kind of stuck in these difficult relationships.

And then one related question, and then I think we can move on. And I'll put some more together. What's the difference between providing discrepancy and developing discrepancy?

Yeah, but perfect timing for that question. So providing discrepancy is saying, don't you see the problem here? I'm essentially telling you, Greg, don't you see that what you're doing is wrong, or don't you see the problem here? You want this, but you're doing that.

That's providing discrepancy. Developing it is, hey, Greg what do you notice about this, or in what way does this make sense to you? I notice that you say this, but yet you do this other thing. Help me understand it.

And even if Greg lies to us, even if he says, oh, I did that because of this or because of that, that's OK. You keep with the conversation, because what you're doing is you're planting seeds of doubt. Whenever we shed light on a particular thing, we immediately caused doubt around it.

I'll use again a very silly example. Any time we're driving-- and there are almost 2,000 people on this

call. I'm guessing at least a couple of us speed occasionally. So any time we are speeding along and we see one of those signs that flashes our speed, every one of us has a reaction.

Now some of you might hit the gas and say, oh, it's not that bad. Some of us might hit the brakes. Some of us don't do anything, but we notice that speed. And then we look at our speedometer, but each one of us had a reaction.

So anytime somebody sheds light on a particular thing, we start to question it. And that's what we're doing. That's the developing of the discrepancy. Providing discrepancy is telling people.

There's finger pointing. There's I'm so smart. Look at me. I've noticed this thing.

That's totally not what we're doing. So I'm hoping those examples help. Anything else, Greg, before we move on?

No. I think go ahead and move on. I'll put some more together for you. Thanks.

Cool. Excellent. OK. Let's talk about reflective listening. So reflections are at the heart of motivational interviewing.

I am guessing that you all have used reflections or probably use reflections frequently. When you're talking with folks, reflections are just guesses about what people are, what people are trying to say, it's not necessarily saying it back what they've said, but it's making guesses about what's underneath. What else is being said?

Another way of putting it is, what is not being talked about? What's not being said? So let's say a person's talking about their kids. My kid, they're at school, et cetera, whatever. Your reflection is a little bit deeper than that.

Your kids are really important to you, or maybe it's, sounds like you're starting to worry about your kids, or maybe it's part of what you seem to be saying is you're worried about losing your kids. So we're talking about what's underneath that conversation. And it's not a question.

Reflections are not questions. They're just statements. And they convey a tremendous amount of empathy, because they essentially are looking into the person. It's really looking into the person and beyond.

We divide it into two categories. We call them simple reflections in motivational interviewing and complex reflections. Simple is really staying at the same level, but complex is getting underneath.

Maybe it's a metaphor, a meaning, a feeling, helping people understand and going beyond what they're saying.

Reflections are incredibly powerful. And they reduce defensiveness. They kind of end the fight.

So I'll give you a quick example. And then maybe Greg wants to join in. So a quick example is a client came in and said, something like, I'm so frustrated. You told me I had to do-- I had to go set up my UAs. And you told me I had to go to treatment and do all of these things.

And I tried, and the treatment provider didn't get back to me. So the client was really escalated. And my response was, wow, client, it sounds like you really worked hard to meet all of the things that I had asked. And I so appreciate it.

So the first part of what I said is a reflection and then followed with an affirmation. And the client looked at me and said, Oh, yeah, thanks, and immediately de-escalated. So it was so quick.

So reflections are super powerful. Had I gone into, well, you had said that you were going to do it or any of that sort of power struggle, the conversation wouldn't have gone to a place that I need, I need this client to keep moving forward. I need us to accomplish our goals.

And so bringing the client along is what reflections do. They're incredibly powerful skills. So summary's-- oh, yes, Greg, sorry.

I was just going to say, I think one of the things that you brought up and I know you've talked about in other forums, is MI-- and this is related to a couple of questions-- is MI trauma informed? And if so, why?

Oh, yes. So motivational interviewing is so incredibly trauma informed. So let's talk about just for a quick second what that means. What does it mean to be trauma informed?

So in a nutshell, because we could take an hour and a half just to talk about that, in a nutshell, being trauma informed means having a lens through which we look at behavior. And so we don't jump to behaviors being driven by manipulation, defensiveness, and resistance, or some problem. We look at behavior as a symptom of something that might be going on underneath. And because we're talking about trauma informed, it might be driven by trauma.

So somebody might be lying, not because they're manipulating me, and they're defensive, and all of this, but because they're trying to keep themselves safe. So that's a trauma lens. And motivational

interviewing does exactly that.

We stay away from making assumptions about people. And instead, we get curious. We really honor what they're bringing to us. We honor that wisdom. And we get curious when they lie.

We ask questions about it. We don't point fingers or shame or do any of those things that actually really traumatize people. So in that way, am I as incredibly trauma informed?

Thanks, Anjali.

Sure. So this is the last basic skill. We'll do a poll, and then we'll talk about change talk really quickly. So summaries are putting things together, another really helpful skill. So we talked about open questions, gathering information, affirmations, praising people, recognizing strengths, motivation, effort.

We've talked about reflections, which is statements of empathy and statements of understanding, and then summaries, which is putting things together. Usually, summaries have at least three or more pieces of information.

And we start with a bookend. And we end with a bookend. And so it starts like something like, let me see if I have this right or let me see if I can summarize what you've just covered.

You said this. You said that, then this other thing. So where does that leave you? That's the second bookend, or maybe I can say what am I missing? What did I forget?

I use summaries a lot when I'm doing assessments. Sometimes I use summaries if I want to change the course of the conversation, we've gone too far down one way and I want to change it. So I'll say, so far, you've talked a lot about your family and you shared how important they are. Tell me a little bit about your work.

So I'm using summaries to change the course of the conversation, so incredibly helpful. So what skill comes the easiest to you? Open questions, affirmations, reflections, or summaries. Greg, could you help me with launching this poll, please?

Yep. We'll launch the poll now. Which skills most easily come to you, open ended questions, affirmations, reflections, or summaries? All right, Anjali, it looks open ended questions 34% say that's the easiest for them, affirmations 32%, reflections 18%, and summaries, which is very common, 15%.

Yes, you're right. That's really common. We don't use summaries as frequently as we use other skills.

And that's totally fine.

In fact, it makes sense not to summarize too frequently. So totally fine. And I so appreciate your honesty folks that open questions really come easy to us, even affirmations.

Oh, there's an interesting piece of research on affirmations that the longer we have been working in this field, the fewer affirmations we tend to do, which is really sad. Maybe it speaks to burnout. Maybe it speaks to us being-- feeling cynical, but it's something to think about, that if we've been in the field for a while, let's not get complacent about recognizing people's positivity or recognizing the strengths that they have or the struggles that they're overcoming.

And then reflections, as you all just responded in your poll, truly a tough skill to master. It's an incredible skill. I find it incredibly helpful and yet, a lifelong journey for sure. So thank you for those responses.

Let's talk about change talk. We'll talk about a drama triangle and then we'll open things up for questions. So somebody had asked, what makes motivational interviewing different? And the first thing is relationship, but the second thing that makes motivational interviewing different and makes it stand out and also predictive of long-term behavior change is this attention to language. By that I mean, we are listening to people talk and strategically reinforcing a particular direction in their conversation, we're being really strategic in reflecting more of their desire, ability, reason, or need to change.

And we're less about the other side of the coin, which is not wanting to change. So as soon as people start to talk about change, they'll use language like, I really want to write. So maybe a survivor might say, I want to go beyond this experience.

So that's an example of desire. An example of ability is, I can do this. I can overcome. Reasons might be I need to be a good model for my kids.

Need, I have to. This is just not working for me. So desire, ability, reason, and need is language that comes from the client that we then get really excited and jump all over.

Desire, Ability, Reason, and Need forms the acronym DARN. So frequently in motivational interviewing, we'll talk about DARN talk. We're looking for this DARN change talk.

Any time people express desire, ability, reason, or need, we follow it up immediately with either a question or a reflection. So the question might be, tell me more about that, or why is this important to

you? A reflection might be it sounds like being a good role model is incredibly important to you right now.

So we follow-up really quickly. And then we keep the change talk going, because the more DARN talk we get, the greater the likelihood for something called commitment. And commitment sounds like I will, or I must, or I'm going to.

And commitment is strongly predictive of actual steps towards behavior change. So when people make commitments around what they're going to do, we increase the likelihood that they will actually change behavior. So taking steps.

So this is the piece about motivational interviewing that's very different from any other kind of interviewing style is that we're really focused, strategically focused on change talk. We're listening for it. We're responding to it, and then we're mining, we're trying to get more of it. And, again, we use our basic open questions, affirmations, reflections to do all of that, but we do it, because we know that the more DARN stuff we get, the more commitment we're going to get. And commitment leads to actual behavior change.

You've probably noticed this in your life that when you say it out loud to somebody, I am going to, I am going to go to the gym, or I will meet you there, we increase the likelihood we'll actually do it. If we just think about it in our heads, we're less likely to do it. So that's part of what we're capitalizing on here. So before I move to the trauma triangle, Greg, any questions on change talk?

So I think a question that may be partially answered, and you might want to expand on, when we get back around to the topic, the person is asking, can you highlight an example of developing discrepancy in a way that would lead to a healthy, productive discomfort? Is this like pointing out the words are not matching the actions? An example would be talking the talk, but not walking the walk.

Yes that's very, very accurate. Yeah, help me with this. How did the person put it? Your talk is not matching your actions. That's exactly what it is.

Just watch your music though, meaning the undertone. I'm not saying this with shame. I'm not saying this with, what's wrong with you, or you're not being truthful right now. Your talk doesn't match your actions.

That's not how we're doing it. We're getting curious we're saying, hey, I'm noticing this. Help me understand.

So great. Yes, that's exactly what we're talking about in terms of developing productive discomfort. Very nicely done.

So let's see here another question that I think is on topic. The person says, I'm sorry if you've already mentioned this, but is motivational interviewing considered a clinical practice, i.e. Only for counselors, et cetera? Can it be used in practice-- oh, my screens bouncing is around-- in practice by anyone in a helping type profession or even volunteers working with clients in different capacities?

Yeah. It's been used by so many different kinds of people. So I've been hesitating giving you all of these examples, because there's so much research. But, yes, we use it in the helping professions of course. Interestingly enough, In the medical profession, doctors are using it.

Dentists are using it. Dental hygienists are using it to help people increase the likelihood that they're going to floss. People are using it in order to increase adherence with medication. So taking your thyroid

Medication, or blood pressure medication, or those kinds of things. Volunteers are using it to increase the likelihood that people come back. We're seeing it used in a variety of different places, like homeless shelters, all kinds of different settings.

And so, yes, absolutely, we can use motivational interviewing. The only caution I would provide is that use motivational interviewing to help support the person. So their goals are at the forefront versus using motivational interviewing to convince, or trick them, or manipulate them into doing what I want them to do. That's not what we're using these skills for.

So it might sound similar to maybe what a sales person might do. And yet, the goal of the salesperson is to make the sale who cares if you really need the item. Our goal is to really care about whether you need the item or not. So there's just a slight difference there.

Great. Here's a question. How important is it to keep a neutral face during motivational interviewing, like learning to mask shock when someone discloses a very traumatic experience?

Yes. Yeah. Somebody used this example with me today. It's important for us to really manage our reactions, because if we went to a doctor to talk about a rash, and they had a huge reaction and called in other people and kind of had the shock on their face, et cetera, we would probably not feel terribly good about it. So we have to really manage our reaction.

However, we can also share some emotional response. So for example, wow, as I hear that, I'm really

moved by what you're saying, or I'm touched by how important this is to you, or it sounds like this is an incredibly hard experience for you. And I'm so sorry that you are going through it. So you can be a human being. Absolutely, please be a human being, but be careful about some of your-- some of our-- not your, but our reactions that might convey blame or discomfort with the content of the conversation, because we want people to feel comfortable with that content. Anything else Greg?

Yeah, maybe one more. Would you say that respect for self-determination is the reason for the emphasis on relationship and client empowerment?

Oh, yes. So self-determination theory, is a brilliant theory. And what it looks at is that people want to move towards a better life.

And we do this through having meaning, having autonomy, having connection, those kinds of things. And so, yes, absolutely, fundamentally, what we're trying to do in motivational interviewing is help people move to the next place that makes sense in their lives, not what I think makes the best sense for them, but what they think. And that's the peace around self determination that the person with the question is asking. And that actually links to our next slide, Greg, if it's OK for me to move to the next slide. And then we can come back to questions.

Absolutely. So the next slide really talks about what the person who asked the self determination question is referencing, but there are times where we can fall into what we call a drama triangle. And we get pulled into this drama triangle sometimes, whether we like it or not. And each one of us have also been in any of these three sort of terms that you see on the screen.

So there is no shame involved in this. It's very, very normal. So I'm guessing, at least, some of us on this call have said things like, why is this happening to me? This keeps happening, or I probably said this just the other day.

Nobody, gets-- and this is in the context of my family-- nobody gets how hard I'm working. I'm working so hard folks. None of you notice this.

All of those are victim-based statements. And while there's nothing wrong with the statement at all, what comes next is really important, because what we tend to do when we fall into this kind of victim role, is we look for a rescuer. Greg, nobody gets what's happening.

You need to fix this, Greg. You need to do something to help me. And so now I have put Greg in the rescuer role. And then I could make a problem person.

So we have Leah on the call. And I'll say and, Greg, Leah, is making things worse, because she keeps sending me emails. And she's asking for too much. And now as a victim, I have created a rescuer and a persecutor.

And if Greg is not careful, he'll fall into the rescuer role and say, oh, Anjali, don't worry. I'll make it better. I will go talk to Leah. And, of course, I'm exaggerating folks, but I hope you can recognize how we fall into these roles.

And, Leah, in the persecutor role might say, you know, what you need to get it together. If you had turned in your information on time, I wouldn't have to hound you, and blaming the victim. And then we have this beautiful circle, where we're all pointing fingers at each other and nobody is taking responsibility.

So it's really important for us to stay out of this victim-rescuer-persecutor triangle. For all of us in helping professions or really any professions that require any kind of service, it's very easy for us to fall into the rescuer role. So be really careful. And instead of falling into the let me fix it, what can I do for you, ask, how can I help?

And then if the person says, I need you to do this, back up, and be blunt, but careful and say, this is what I can do. This is what I cannot do. And what are you going to do about it?

So make sure that you're empowering the person versus doing it for them. Also, ask what else? What else is there? And then listen.

It's really helpful to listen, because sometimes people are in this victim kind of role for just a minute. They just need to say all of these things. And then they can sort of pick it up and move on.

So really just listen, rather than jumping into the rescuer role, because when we do that-- or the prosecutor or for that matter-- because when we do that, when we fall into those roles, we get the victim stuck in that role. So just kind of pay attention in the helping professions to not keep people stuck in those roles. All right. So let's do another poll to make sure people are still with us.

What area you do you feel like you could use more support in? Is it helping people with grounding techniques that we talked about earlier, engaging in some of these really difficult conversations? Is it understanding how to balance empathy with good boundaries? Maybe it's in giving feedback to people, or is it all of it? Where could you use more training?

So the results are, Anjali, from what areas do you feel you could use more training in, helping people

with grounding 15%, engaging in difficult conversations 25%, balancing empathy with boundaries 20%, giving feedback 8%, and 31% said all of it.

Thank you. I appreciate that. I appreciate the honesty. I would fall into that category too. Most times I feel like I could definitely use some help in all of it. It is tough.

It's tough having some of these conversations. And it becomes even harder when it really is close to home, or it matters, or I feel really passionate about whatever that situation is. So I really appreciate that you all are noticing that this is not easy. And we could always, I mean, the probably for the rest of our lives, use additional support in these different areas.

And apart from all of it, I think the highest one was engaging in difficult conversations. And I totally agree with that. Thank you for those responses. And, Greg, we're going to move into the question, answer portion, which I would love for you to take the lead in.

Yep. Thanks so much, Anjali. Thank you for all the great information today. We're now going to move into the question and answer portion of the webinar.

So Anjali just to kind of hone in a little bit, I know we have a large audience of victim services people, as well as probation and parole. Why does MI help in our work with victims and survivors, particularly?

Yeah. Great question. Why does MI work with this population with victims and survivors? So one of the core pieces for victims and survivors is to be seen.

Unfortunately, when we are harmed, something gets taken away from us, whatever the harm, whether somebody stole something from me or whether it was emotional abuse, physical abuse, sexual abuse, something got taken. And in that moment, we were dehumanized. So motivational interviewing is so incredibly helpful, because what it does, is it gives us the skills to really truly see the person to be OK with who they are and to express empathy, unconditional regard, support, compassion, whatever the words you want to choose.

It prioritizes the person's story. I mean, all of the skills, open questions, prioritizes the person's story and who they are, their humanity. And so motivational interviewing is an incredibly respectful kind of way of working with somebody. And that's ultimately why it's so effective with people who have had this experience of being dehumanized or not being seen.

Thanks Anjali, the next question is, as a probation officer, I find that I have received a lot of training for skills to ask meaningful questions to help clients walk through them and identifying thinking

errors. I am not a therapist. So what is the best way to draw boundaries for clients who share profound information?

Yeah. Great question. I mean, essentially what you're asking is where's the line? Because the person who's asking this question is having some incredible conversations. And that's awesome. So, so important.

When it gets down to, where does this come from, that's the therapist's role, meaning family history, trauma, trauma resolution. Delving into kind of historical events, that's the purview of a therapist. And so the easy way to do that I try and talk about it is to say, that as a probation officer, your purview is the present and the near future, what's coming up, and how whatever is happening right now, how they're presenting is impacting what's coming up.

Your purview might even be the close past, meaning yesterday, last month when you committed your offense. So that's the span of time we're looking at. Therapists don't just look at that span of time. They look at all the way, historical.

They look at past. They look at way beyond even. So sometimes time frames just help us a little bit know am I in my right role? Feel free when clients might share something with you to say, I so appreciate your sharing this with me.

And I appreciate how vulnerable you're being right now. And I would love for you to talk about this further with your therapist. So be really clear about where they can talk further and that you acknowledge it and then you help them have that conversation somewhere else that's more appropriate.

Thanks. The next question is, many DV survivors are often left with feelings of shame and some with self-blame. How do you help them address those feelings?

Yes. Yeah, we talked about this a little bit. There's so much shame when we survive something about, how did I let this happen or those kinds of things? So the first step is just to listen. People need to be able to express those emotions.

Do not fix it. Do not say things like, no, you shouldn't feel that way, because they are feeling that way. And that's their prerogative. So when they feel shame, upset, whatever it is, hang out with them.

All you're doing is listening. And so that might sound like, I really hear you blaming yourself right now, period. You're not saying don't do it. You're not saying you're wrong. You're just saying, I hear

you blaming yourself.

And maybe the person responds with, well, yeah, I'm blaming myself, because who else is there to blame? I shouldn't have let this happen. Maybe your response is something like, wow, you're taking a ton of responsibility.

Maybe you could follow-up with a question. Where else do you think the responsibility could lie? Who else do you think was involved in this situation? I hear you taking full responsibility of the situation right now.

And while I might disagree with you, what I'm wondering really is what are you going to do next time? How are you going to prevent this next time, or what are some red flags that might help you know that you're on a track that's really unhelpful? So that's an example of a near future question. You're talking about the future.

So yeah really sit with the emotions that people are expressing. Listen to them reflect. So I just gave you examples of reflections. And then you can ask some open questions.

Thanks Anjali, this has come up a couple of times. No matter what the profession is, therapists, victim services people, corrections, law enforcement, we all are worried about not causing harm or retraumatizing people. Any advice on that, or how am I going to making sure that we don't do that?

Yeah. Well, we are all going to retraumatize people inadvertently. I love that we're trying to be careful about it, as we should, but inadvertently you will end up doing something. And so the first piece that I just want to say to you all is, it's OK. Acknowledge it immediately.

Oh my gosh, I just noticed I said something that really upset you. And that was so not my intention. And I'm sorry. Acknowledge it immediately, because by acknowledging it, you're doing something different.

You're doing something that other people have not done for them. Other people, when they retraumatize them, they don't acknowledge it. So you are helping them have a different experience. And that's really important, help people have a more positive experience with you in a relational conversation.

So, yes, obvious things to avoid retraumatizing is things like, notice your body posture. Notice your language. Notice how loudly you shut the door, how close you stand to people. Though in the times of COVID, I'm not sure if folks are seeing people face-to-face or virtually.

Notice your language, but most importantly, notice the reaction of the other person, because you could be wearing the color of a shirt that triggers somebody else. And you wouldn't have known that. The only way you would know is you're watching the reaction.

So in motivational interviewing, we say the client teaches the person who you're sitting with. They teach you. So listen, watch them, listen, and then respond.

Thanks. And I know that we're running out of time. There's no way we're going to get to all these questions, but I think one of the things that might be helpful is just a brief explanation on stages of change when we're interacting with people and maybe some strategies around matching our MI questions and our inquiry to stages of change.

Yeah. That's a big question. And we could definitely spend a whole hour on stages of change. So really quickly, stages of change essentially is about matching my intervention to where the client's is.

Usually, we start with not wanting to change. We call that stage pre-contemplation. I don't have a problem. You are the one with the problem.

What are you talking about? This is not my fault. That's the stage we start in.

And so in order to help people move from that stage to maybe this is a problem, the next stage is to help raise some doubt. That's the goal, raise doubt. And the way we raise doubt is we create discrepancy.

We sort of support this productive discomfort, so the conversation that we've been having. When people feel uncomfortable and they have some doubt, they move into the next stage of change, which is called contemplation. And in that stage of change, the focus is really to just examine ambivalence.

What are the pros? What are the cons, benefits, the downsides? Why do you? Why don't you? Explore all sides of whatever the behavior is that we're talking about.

And when we actually do that. We ask some of those sort of next step questions. Where does this leave you? What are you going to do next, or what are you-- what are your thoughts as you are listening to yourself talk?

That leads us to the next stage of change, which is preparation, where people might start to just try something, try one step, or maybe they start to plan. Maybe they start to ask for support, build skills.

So that's preparation.

And once we actually sort of take the first step, we move into a stage called action stage. Here, we're really supporting. In fact, motivational interviewing is less important in the action stage, which is supporting, removing barriers, teaching skills. Motivational interviewing is most helpful in those first few stages, moving somebody from I don't have a problem to maybe I have a problem to okay I have a problem. I'm not sure what to do about it.

So that's why motivational interviewing is the most helpful. And when we've been in action stage for three to six months, we move into something called a maintenance stage. And, of course, from action and maintenance, we can relapse for any behavior.

It doesn't have to be addictive behavior. It could be going back to an old relationship. It could be engaging in aggressive behavior, speeding, thought patterns, whatever. So that's a very, very quick rundown of stages of change, Greg.

Thanks, Anjali. So one final question, and then we're going to close it out. And we will get to the other questions. We will answer those on the resources page when we send out a link to the webinar and you get your certificates. So the last question is are there guides, resources to help me improve my motivational interviewing skills?

Yes. There are a ton. And there are a lot of free resources. One of the free resources I co-authored. And it's on the National Institute of Corrections Information Center Website So NICIC.org. National Institute-- what did I just say? I just lost my thought for a second.

NICIC.org. That's the website. And in that information center, if you just search for motivational interviewing, there are two books that I've co-authored that will come up. One talks about how to build skills. The other talks about how to implement motivational interviewing in your organization.

So a couple of ideas there. SAMHSA, Substance Abuse Mental Health Services Administration has published a tip on a treatment improvement protocol on motivational interviewing. That's also free. I think it's tip 35, and they've updated it.

So that's another free resource. If you learn better by watching, there are a ton of YouTube clips that talk about motivational interviewing. Some are good, some are terrible, but even watching the terrible ones is helpful, because you know what not what not to do. So, yes, a ton of resources, and a lot of them are free.

Thanks. I'm Anjali. That's going to conclude our question and answer portion for today's webinar. This webinar is a third in a series of webinars and ask the expert sessions that have been developed under an OVW grant focused on enhancing victim centered approaches and community corrections.

This series runs through August of 2021. In the next webinar, it's an Ask the Expert session focused on what victim survivors service professionals need to know about corrections. The ask the experts sessions will include a roundtable discussion in which attendees will be able to ask questions of panel experts.

We have several webinars and ask the expert sessions scheduled for August of 2021. Watch your inbox for registration details and visit ncjtc.org to find additional information on this series. This concludes our webinar for today.

I want to thank you again, Dr. Nandi, for an excellent presentation. And thank you all for attending. We hope you can join us again in future webinars and ask the expert sessions, and have a wonderful day Thank you all.