

## **CBT & MI for Offenders**

What is CBT for offenders?

What are benefits of CBT for offenders?

What is MI for offenders?

What are benefits of MI for offenders?

Why combine these strategies?

How do we combine these strategies?

## **Model for Teaching Skills**

**Introduce topic and elicit importance from students**

**Describe skill**

**Model skill**

**Student practice of skill**

**Feedback and coaching**

**Using skill in real life (homework)**

## Raising Concerns with Students

### When to raise concerns?

- Any time that the person expresses a plan or does a behavior that concerns you:
  - Goal of 'getting back' at others
  - Taking a job at a bar
  - Hanging out with family members who use drugs
  - Stop taking psychiatric medications

### What are the goals or raising concerns?

- Increase student's awareness
- Increase likelihood of student taking alternate path

### A Model for How to Raise Concerns: RASA (NIAAA COMBINE Manual)

- **Reflect** back student's plan (usually a "you" statement)
- **Ask** permission to share your concern
- **State** your concern (usually an "I" statement)
- **Ask** for offender's response

### Examples:

- **Reflect** – "You are saying that relapsing to cocaine use is not a concern for you at all at this point."
- **Ask** – "Can I tell you what I'm worried about?"
- **State Concern** – "I'm worried that if you were having cravings or even slipping back to old habits, you may not reach out to those people who may be able to help you."
- **Ask for Response** – "What options do you have if you feel like you need help?"
  
- **Reflect** – "Every time we meet you tell me that things are great in your life, and you have no concerns about things that relate to keeping your sobriety."
- **Ask** – "Can I tell you what I'm wondering about that?"
- **State Concern** – "I'm wondering if you believe that telling me about your concerns is going to be used against you in some way."
- **Ask for Response** – "How is that playing out in your mind?"

## Giving Advice (That is More Likely to be Taken)

### When to give advice?

- When person asks for advice
- When you ask permission to give advice
- When you MUST give advice

### What are the goals of giving advice?

- Discharge teacher responsibility
- Increase likelihood that student will follow direction

### A Model for Giving Advice: AATA (NIC OERS Manual)

- **Ask – What does person already know?**
- **Ask – Permission to share advice?**
- **Tell – Key information or suggestion**
- **Ask – What is person's response?**

<b>Instructor</b>	<b>Student</b>
What do you already know about arranging for clothes at your aftercare placement?	I know that I can have my own clothes there, but I need to tell my wife what to bring over there.
Yeah, that's right. You can have your own clothes at some places. Can I give you some advice?	Sure.
I suggest you wait until you meet with your case supervisor next Wednesday. He'll confirm where you're going, and what you can bring to that place.	<i>Silent.</i>
What do you think about that?	Ok. I'll hold off 'til then.