

# NP National Parole RC Resource Center

## Action Guide Series

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### Using the Parole Interview to Encourage Offender Motivation to Change

#### Goals of this Guide, and How to Use It

This Action Guide, *Using the Parole Interview to Encourage Offender Motivation to Change*, is designed to provide information and tools to help paroling authorities improve and strengthen their practice with respect to using the parole interview to encourage an offender's motivation to change. It is one of a set of Action Guides developed (and under development) by the [National Parole Resource Center \(NPRC\)](#) to be used in concert with the [Self-Assessment Toolkit for Paroling Authorities](#), which is an online guide that assists parole boards in considering the full range of paroling authority practices. This Action Guide is intended to assist parole board chairs, members, and staff to:

- Build upon the information and insights gained as a result of using the NPRC [Self-Assessment Toolkit](#) for Paroling Authorities;
- Understand the opportunity presented by the parole interview as an occasion to encourage an offender's motivation to change;
- Share information about the purposes board members have traditionally sought through their hearing practices and to consider whether using the parole interview to encourage motivation to change has been, or could in the future, be, a legitimate purpose;
- Review and analyze the evidence regarding:
  - the importance of intrinsic motivation as a factor that encourages behavior change and risk reduction;
  - techniques that have been demonstrated through research to enhance such motivation;
- Consider what steps the Board may elect to take in order to learn and implement these techniques in the context of their parole hearings; and
- How to best plan and implement the changes.

This guide is presented in sections:

- This first section—*Tab 1, [Goals of this Guide and How to Use It](#)*—provides information about how to use this Action Guide.
- *Tab 2, [Background and Context](#)*, provides an introduction and background on the origins and traditional purposes of the parole interview.
- *Tab 3, [Understanding the Evidence and its Implications for Using the Parole Interview to Encourage Offender Motivation to Change](#)* is a brief overview of empirical research on effective practices in this area and how encouraging positive behavioral change with offenders can be effective in promoting community safety and reducing re-offense risk.
- *Tab 4, [Moving Toward Implementing Practice Improvements](#)*, details seven steps, highlighted in a graphic "roadmap," that Boards can take to develop and implement change strategies to begin or continue using the

parole interview as an opportunity to enhance an offender's motivation to change. The steps include a set of questions that, if answered accurately, will give Boards a snapshot of key aspects of their current thinking and practices in this area. The section includes a sample action plan format and tools to guide Parole Boards through a process of revisiting/updating the goals they hope to accomplish, and defining/implementing changes they conclude and agree must be made in policy and/or practice. It offers considerations for defining and measuring progress toward success, and using measurement feedback to continue strengthening practice going forward.

- *Tab 5:* Suggests a [Plan to Measure Performance](#) and offers methods for defining and measuring progress toward success, and revising practices as necessary.
- *Tab 6:* [References/Endnotes](#) provides documentation of the literature and research upon which this Action Guide is based.
- *Tab 7:* [Links](#) lists helpful resources used by the NPRC in assembling this Action Guide and which are recommended for those wanting to supplement their knowledge on this topic.

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*This project was supported by Grant No. 2010-DJ-BX-K140 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, and the SMART Office. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.*

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## Using the Parole Interview to Encourage Offender Motivation to Change

### Background and Context

Paroling authorities have substantial discretion in determining:

- Who may be released on parole;
- When—once parole eligibility has been reached during an offender's sentence—release will take place;
- What an offender must accomplish prior to release in order to be a candidate for a decision to parole;
- Establishing conditions of post-release supervision; and
- Whether to revoke or continue on parole offenders who are brought back before the Board for violations of supervision.

These decisions are made based partially, at least, upon a review of case information in an offender's file and input from institutional staff. However, for many Boards, another key source of information is the in-person hearing or interview conducted by Board members or hearing examiners. An interviewer typically has considerable discretion in fashioning his or her approach to these interviews, and the purposes of these sessions can vary widely. Goals for parole interviews have traditionally included gathering further information about the offender and the offense itself, verifying the accuracy of existing information, understanding the impact of the crime on the victim, reviewing the offender's community reentry plan, and assessing the offender's involvement in programming while incarcerated, among other issues. All of this information is typically sought in order to better inform decisionmakers and equip them to make more sound parole decisions.

As the pendulum of correctional interventions has swung from a primary concern for just punishment and incapacitation to more of a concern for changing offender behavior and reducing their risk of committing crime in the future, parole decisionmakers are increasingly exploring how their decisionmaking and interactions with offenders can be

*A Framework for Evidence-Based Decision Making in Local Criminal Justice Systems* ("the Framework") has been designed with the support of the National Institute of Corrections (NIC) to advance constructive change in criminal justice decision making. The Framework describes key criminal justice decisions, evidence-based knowledge about effective justice practices, and practical local level strategies for applying risk and harm reduction principles and techniques.

One of the central principles of the Framework is that every interaction within the criminal justice system offers an opportunity to contribute to harm reduction. Research demonstrates that professionals' interactions with offenders can have a significant positive impact on offenders' behavior. Parallel research demonstrates that professionals' positive interactions with victims can promote a sense of satisfaction and fairness. For the criminal justice system to take advantage of its interaction potential, criminal justice system

shaped by the lessons emerging from research about how to effect change. A growing body of research is helping to shape correctional practice. Two important insights from the research are relevant to the question of how to conduct a parole hearing in order to have the most impact upon community safety. First, there is overwhelming evidence that offenders can and do change, and that intrinsic motivation, or their own desire to change, is a critical element for successful change (e.g., see Crime and Justice Institute, 2004). Second, there is a growing body of research that tells us that there are proven techniques or ways of interacting with individuals that can enhance an individuals' motivation to change (e.g., see Carter, 2011). Those techniques, known collectively as Motivational Interviewing, are ones that have been used in settings such as interactions between patients and health care providers and have been demonstrated to contribute to marked behavior change.

As a result of this growing research and experience, many in the parole community are coming to view the parole interview not only as a way to gather information, but also as an opportunity to influence the parole candidate toward a greater understanding of his or her own behavior and its consequences, to enhance willingness to participate in risk-reduction programming while incarcerated and when under community supervision, and to encourage internal motivation to change. Given this shift, based on the research that provides evidence that internal offender motivation to change is a key factor in actually changing behavior, and that there are ways of interacting with offenders that can enhance motivation, this Action Guide has been developed to explore how Motivational Interviewing can be adapted to and effectively be used in the parole hearing/interview setting.

professionals must understand their individual potential to positively influence offender behavior; and must have the knowledge and skills that will enable them to maximize these opportunities.

For more information about this research, visit <http://ebdmoneless.org/sites/all/documents/EBDMFramework.pdf>.

< [Goals of this Guide, and How to Use It](#)

[Understanding the Evidence and its Implications for Using the Parole Interview to Encourage Offender Motivation to Change](#) >

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### Understanding the Evidence and its Implications for Using the Parole Interview to Encourage Offender Motivation to Change

Motivational Interviewing (MI) was originally developed in the early 1980s as a method by which to elicit change in problem drinkers (Miller, Taylor, & West, 1980). The definition of MI has evolved over the decades since, and in its most recent iteration MI is defined as "a collaborative, person-centered form of guiding to elicit and strengthen motivation for change," (see, e.g., "A Definition of Motivational Interviewing," available at: <http://www.motivationalinterviewing.org>.) MI, in the context of working specifically with offenders, has been defined as (see, e.g., Walters, Clark, Gingerich, and Meltzer, 2007):

- A person-centered communication method of fostering change by helping a person explore and resolve ambivalence.
- A method that looks for ways to access internal motivation for change (rather than relying on external pressure).
- A philosophy that borrows from client-centered counseling in its emphasis on empathy, optimism, and respect for client choice.
- A method that draws from self-perception theory, which suggests that a person becomes more or less committed to an action based on the verbal stance he or she takes (e.g., an offender who talks about the benefits of change is more likely to make that change, whereas an offender who argues and defends the status quo is more likely to continue his or her present behavior.)

Motivational Interviewing, although not originally designed to be applied to a criminal justice audience, offers much promise in working with offenders in a way that promotes an internal sense of motivation that can lead to positive behavioral change. Researchers have noted that "... by listening to offenders and following up on the positive

The notion of using MI with offenders is one that has been increasingly welcomed by the corrections field generally, with considerable resources being dedicated to writing about and developing resources for criminal justice system stakeholders on the subject.

The National Institute of Corrections (NIC) has developed a number of resources for corrections professionals seeking to incorporate MI into their work with offenders in a way that promotes positive behavior change.

<http://nicic.gov/MotivationalInterviewing>

The principles of MI, when used specifically with a justice-involved population, are to (Miller and Rollnick, 2002):

- Express empathy by displaying an



aspects of their speech and thinking, corrections professionals can help increase offenders' motivation to make positive changes in their lives that will reduce their likelihood of reoffending" (Walter, Clark, Gingerich, and Meltzer, 2007).

This Action Guide will explore how these principles are translated into specific interview techniques.

### ***Why Should Parole Board Members Consider Using Motivational Interviewing Practices?***

To the degree that paroling authorities are interested in having a role in encouraging the process of positive change for offenders, Motivational Interviewing offers techniques that have been demonstrated to be effective. But whether a parole board will want to use Motivational Interviewing approaches will depend on its mission and philosophy, among a variety of other factors (e.g., workload, available resources). Instead of simply allowing Board members to observe or hear about changes offenders may or may not have made, Motivational Interviewing provides Parole Board members with an approach and strategy through which to actively encourage change (Walters, Clark, Gingerich, and Meltzer, 2007). As such, Motivational Interviewing is particularly promising for Parole Boards who view offender rehabilitation as part of their mission and who are committed to the premise that offenders have the capacity to change. And, of course, the use of MI does not imply that other goals that a parole Board may have for its interviews, such as verifying information, encouraging appropriate institutional behavior, and assuring that victims are given an opportunity to be heard are not equally salient.

One of the central principles of evidence-based practice in corrections is enhancing an offender's intrinsic motivation to change (see, e.g., Crime and Justice Institute, 2004). Data has demonstrated convincingly that corrections professionals can have a significant impact –through their interactions with offenders – on helping offenders to move toward building that sense of motivation. And, to the extent that an offender's motivation to change manifests itself in a willingness to participate in effective institutional programming that is targeted to their level of risk and criminogenic need, enhances the likelihood that risk reduction programming within the institutions will be successful.

Researchers conclude that criminal justice professionals who interact with offenders "...should relate to offenders in interpersonally sensitive and constructive ways to enhance intrinsic motivation in offenders. Behavioral change is quite often an inside job; for lasting change to occur, there needs to be a level of intrinsic motivation. Motivation to change is dynamic and the probability that change may occur is strongly influenced by interpersonal interactions" (see, e.g., Miller & Rollnick, 2002; Miller & Mount, 2001; Harper & Hardy, 2000; Ginsburg, et al, 2002; Ryan & Deci, 2000 in Crime and Justice Institute, 2004).

Because criminal justice professionals' interactions can have such a significant impact on offender behavior, it is

understanding of the offenders' perspective.

- Develop discrepancy to help offenders appreciate the value of change. Offenders are challenged to explore their thinking in terms of how they wish their lives were versus how their lives are—and to acknowledge this discrepancy.
- Roll with resistance that an offender may express regarding his or her reluctance to accept change.
- Support self-efficacy as a way of helping offenders move towards change.

### **What do We Know About the Effectiveness of Motivational Interviewing?**

Many studies support the benefits of MI (see, e.g., Hetteema, Steele, and Miller, 2005; Rubak et al., 2005). Research indicates that MI was more effective than other approaches in three out of four published research studies, and "outperformed traditional advice-giving 80 percent of the time" (Walter, Clark, Gingerich, and Meltzer 2007). Particularly powerful evidence suggests that even in brief interactions (under 15 minutes), MI resulted in a lasting effect (Walter, Clark, Gingerich, and Meltzer 2007).

imperative for Parole Boards, who are seen by offenders as both authority figures and important decision makers, to understand their potential for positive influence (Carter, 2011). The parole interview – as the setting through which Board members or hearing officers have the most direct contact with offenders – is a natural opportunity to support offenders' progress. As noted by McGrath (2005):

*"Even though parole boards typically meet with offenders on an infrequent basis, a board's influence can be very powerful. Obviously, parole boards have a big carrot and stick. They have broad discretion over release and return decisions. Most offenders know this and want to please the parole board. This desire to please can be used by the board to point offenders in the right direction. Ideally, offenders so directed will take advantage of available opportunities for personal improvement."*

Using Motivational Interviewing techniques, then, can help paroling authorities to learn more about an offender's motivation to change, assess changes that offenders have made or are in the progress of making, and/or enhance offender motivation to change. If one of the goals of paroling authorities is to encourage long-term behavior change, then members will benefit from using techniques that stimulate an offender's internal motivation for change, rather than relying solely on external pressure. Offenders truly ready for change will "think, talk, and explore the possibility of change with structured guidance" (Walter, Clark, Gingerich, and Meltzer, 2007).

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#### Moving Toward Implementing Practice Improvements

If a Board determines they want to undertake an effort to introduce methods that may strengthen their ability to accomplish specific goals during interviews with offenders, including the use of Motivational Interviewing during parole hearings, the seven-step process outlined below is recommended as a way of moving forward. Undertaking this process, as a team, will encourage the development of a shared understanding of the current hearing/interview practices, goals and values. It will also provide:

- A context for discussion of potential efforts to use Motivational Interviewing to help to propel offenders toward positive behavior change;
- An opportunity to revisit shared goals and values regarding the operation of the interview; and
- A setting in which to build a commitment to implement any agreed-upon changes.

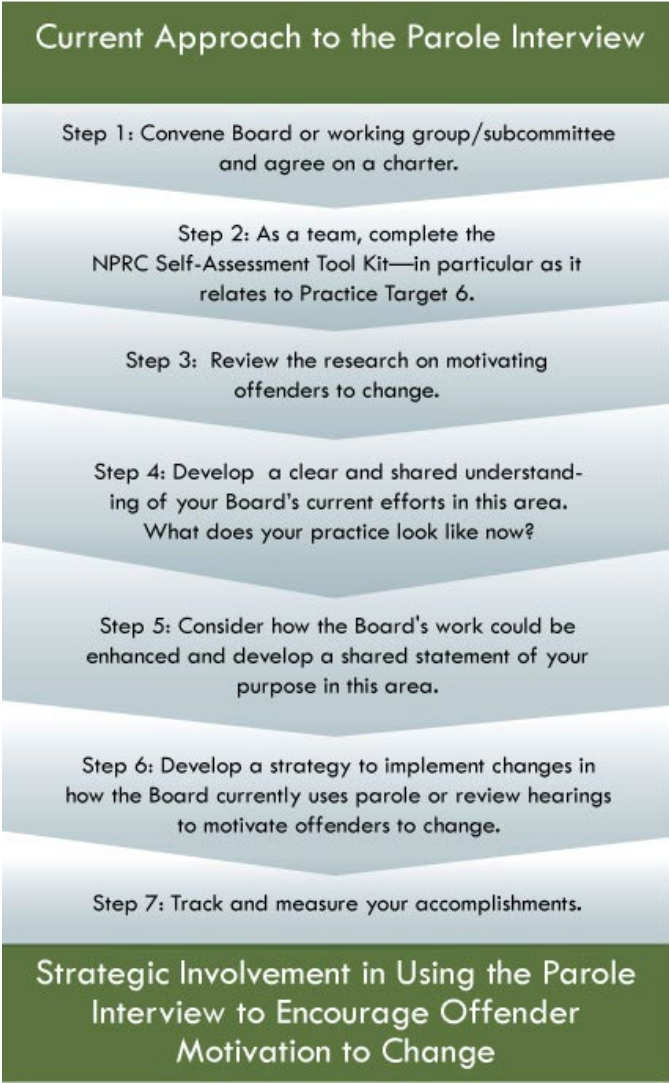
The remainder of this section moves through these steps to assist Parole Boards in:

- Exploring current understanding of the research, in exploring existing policy/practice;
- Assessing whether opportunities for change exist; and
- Planning for desired change.

Regardless of whether Boards are engaging this process as a full body, subcommittee, or working group, it will be important to move through this process as a team. A team-based approach provides a strong basis for developing a clear, shared understanding of the current situation in which to examine what changes will strengthen their practice. A "roadmap" that illustrates the steps recommended and provides a way to navigate to a description of each step:

**Roadmap to Guide a Review and Strengthening of a Parole Board's Use of the Parole Interview to Encourage Offender Motivation to Change**





[< Understanding the Evidence and its Implications for Using the Parole Interview to Encourage Offender Motivation to Change](#)

[Step 1: Convene Board or working group/subcommittee and agree on a charter. >](#)

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**Step 1: Convene Board or working group and agree on a charter.**

A first step in the process is for the Board to agree on who will be involved in the work of clarifying how the Board's current hearing and interview process is implemented and where there are areas of interest that the Board wishes to explore. This will involve reviewing the Board's goals, reviewing information from the research, and identifying ways in which the Board can strengthen its practices. Team members should be identified—will this involve all Board members, or a subset of members plus staff? A clear statement of the team's purpose, specific activities and outcomes, and ground rules should be established. This will include basic agreements on how often the team will meet, how its progress will be documented, and what the timeline for completion is expected to be. Roles on the team should also be specified—including a chair, a record keeper, and any subcommittees. It is strongly recommended that a facilitator—an individual other than the chair of the team—who would be charged with moving the team through its agendas during working sessions, be identified. [Click here](#) for a sample action plan.

< [Moving Toward Implementing Practice Improvements and Performance Measurement](#)

[Step 2: As a team, complete the NPRC Self-Assessment Tool Kit.](#) >

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#### Step 2: As a team, complete the NPRC Self-Assessment Tool Kit.

Parole Boards undertaking improvement efforts may have already completed the activities recommended in the National Parole Resource Center's [Paroling Authority Self-Assessment Toolkit](#). If not, they are encouraged to avail themselves of this opportunity to give all Board members a common frame of reference, introduce the NPRC's "Practice Targets," and examine how a Board's practices can be described in relation to those targets. An important part of developing an effective change strategy is to understand, clearly, all aspects of current practice. The *Self-Assessment Toolkit* provides a framework for a Board to develop a shared understanding in which to examine what changes will strengthen their practice. For purposes of this Action Guide, it will be important to focus, in particular, on Practice Target 6, regarding how paroling authorities can use the parole interview/hearing/review process as an opportunity to, among other goals, enhance offender motivation to change.

It is also recommended that the members of the Team—and perhaps members of the entire Board—familiarize themselves with the NPRC's web cast on the topic of motivational interviewing. Found at <http://nationalparoleresourcecenter.org/the-parole-interview-as-an-opportunity-to-enhance-an-offenders-motivation-to-change>, this three-part web cast, recorded during a panel held at the Association of Paroling Authorities International annual training conference in May 2012, provides a video introduction to the technique, includes reports from paroling authorities who have implemented this approach, and captures discussion at the conference of parole Board members questions and discussion.

< [Step 1: Convene Board or working group/subcommittee and agree on a charter.](#)

[Step 3: Review the research on motivating offenders to change.](#) >

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**Step 3: Review the research on motivating offenders to change.**

Charge a subcommittee or small working group with examining the correctional literature on "what works" with respect to motivating offenders and specifically, Motivational Interviewing. Share the information from this review with the larger group as a way to inform your discussions and make determinations about changes to your own practice that might be advisable. See the [References](#) and [Links](#) sections of this document for resources on this topic.

< [Step 2: As a team, complete the NPRC Self-Assessment Tool Kit.](#)

[Step 4: Develop a clear and shared understanding of your Board's current efforts in this area. What does your practice look like now? >](#)

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### Step 4: Develop a clear and shared understanding of your Board's current efforts in this area. What does your practice look like now?

Once a Board has used the Toolkit and web cast to develop a "big picture" understanding of their practice, they are then in a better position to delve more deeply into specific issues—such as policy and practice regarding how they are using parole review hearings to promote positive behavior change. [Click here](#) for a sample working session agenda for the Board that can be used for Steps 3-5 of this guide. The goal of this step is to generate a clear understanding of just what constitutes current policy and practice, what forms the basis for that policy and practice, and what is known about outcomes. A Board following this process is encouraged to add to or adapt the following suggested questions—with the goal of clarifying a sound, shared understanding of policy and practice. Does the Board:

- Articulate clear goals and objectives for conducting parole interviews/hearings with offenders?
- Establish a positive "tone" for the interview or hearing?
- Clarify, for offenders, that parole release is often used to recognize the accomplishments of offenders who participate in programming designed to reduce their assessed risks and criminogenic needs?<sup>1</sup>
- Develop rapport with offenders during the interview process?
- Communicate the desire and expectation that the offender will be successful upon release?
- Seek to identify, learn and use interview techniques that have been shown, through evidence-based research, to have the ability to enhance an offender's motivation to change. Are Motivational Interviewing skills employed?
- Provide opportunities for Board members – particularly new Board members – to strengthen their interviewing skills?

<sup>1</sup> Criminogenic needs are factors that research has shown have a direct link to offending and can be changed.

< [Step 3: Review the evidence-based practice research on condition setting.](#)

[Step 5: Consider how the Board's work could be enhanced and develop a shared statement of your purpose in this area.](#) >



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### Step 5: Consider how the Board's work could be enhanced and develop a shared statement of your purpose in this area.

After Boards have engaged in the exercise of reviewing their current practice, they should come to a conclusion and develop a shared vision about how changing practice to include Motivational Interviewing practices as part of parole or review hearings could help to achieve the Board's overall mission. [Click here](#) for a sample vision statement.

In support of this vision, convene a session (or sessions) to determine what your Board's future vision for parole review/hearings would look like, and address these questions:

- Do Board members use language that encourages and reinforces change?
- Are the purposes of a parole/revocation hearing or interview clear in the Board's jurisdiction?
- Does the Board's purpose(s) include:
  - Determining whether the offender has an adequate parole plan, were s/he to be released?
  - Making clear to the offender the incentives for engaging in appropriate behavior and risk reduction programming?
  - Enhancing the offender's motivation to change and engaging in law-abiding behavior?
- Does the Board have a tool to guide them in applying motivational techniques? Will the Board need to create such a tool or can they draw on or modify existing tools?

< [Step 4: Develop a clear and shared understanding of your Board's current efforts in this area. What does your practice look like now?](#)

[Step 6: Develop a Strategy to Implement Changes in How the Board Contributes to Targeting of Resources.](#) >



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### Step 6: Develop a strategy to implement changes in how the Board currently uses parole or review hearings to motivate offenders to change.

As part of the sessions undertaken in Step 5 above, or as part of a separate working session, develop a list of changes that the Board, as a whole, feels should be made in their efforts to promote positive behavior change in offenders during the parole hearing or review process. After the Board has identified desired key changes to policy and practice—and has articulated the potential challenges of the implementation of these strategies—be sure to identify strategies that the Board will pursue in gaining buy in from key stakeholders and the mechanism(s) that will be used to move forward (e.g., committees, staff support, training, routine Board meetings, etc.) with this work. Develop an "action plan" to implement agreed upon changes to the Board's policy and practice regarding the setting of conditions. [Click here](#) for a sample of what an action plan might look like.

< [Step 5: Consider how the Board's work could be enhanced and develop a shared statement of your purpose in this area.](#)

[Step 7: Track and measure accomplishments.](#) >

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#### Step 7: Track and measure accomplishments.

A performance measurement plan involves developing the capacity to measure progress toward desired outcomes, continually tracking progress, and using information for improvement. Management of any change requires:

- Feedback loops to determine whether the change has actually been implemented.
- Tracking certain data and information to determine whether the change is having the desired outcomes.

Feedback loops exist through regular review of offender files and staff discussions. In terms of monitoring performance, feedback loops begin with a review of the policies adopted, and changes in practice that have been implemented. [Click here](#) for a draft performance measurement checklist.

< [Step 6: Develop a Strategy to Implement Changes in How the Board Contributes to Targeting of Resources.](#)

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### Develop a Plan to Measure Performance

A performance measurement plan assesses progress toward desired outcomes, continually tracking progress, and using information for improvement. Management of change—whether it is about using the parole interview to encourage motivation to change, or any other aspect of the Board's work—requires:

- Setting clear and specific performance measurements that identify and measure approaches and activities demonstrated to contribute to the desired outcomes.
- Establishing baseline measures.
- Ongoing data collection, analysis, and evaluation against established targets.
- Ensuring quality assurance in conducting performance measurement activities.
- Continual feedback loops to determine whether the change has actually been implemented, are shared and decided upon, and mutually understood.
- Using less-than-desirable results to improve.
- Modifying policies and practices as performance measurement results indicate.

A performance measurement plan should start with the basics (e.g., "What did we say we were going to do and why?"). Responding to this question after a review of corresponding practices can help to jump start the plan. The purpose of these practices is to contribute, in some way, to the performance of the agency overall. One approach is to form a performance management team or subcommittee to review policies and practices and report back on divergence or adherence. The team should determine together what they want to measure and be responsible for reviewing program elements and making recommendations for the implementation, monitoring, re-evaluating, and reporting of performance activities. A "checklist" for measuring progress toward completing the action plan is critical. [Click here](#) for a draft performance management checklist.

< [Step 7: Track and measure accomplishments.](#)

[Sample Documents](#) >

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Sample Documents

Below is a list of all of the sample documents that teams can use in their work to advance effective condition setting practice in their jurisdictions. Click on the respective links below to access each of these documents, which can be adapted to meet the needs of specific Boards.

[Sample Vision Statement](#)

[Sample Agenda](#)

[Sample Action Plan](#)

[Sample Charter](#)

[Sample Performance Measurement Checklist](#)

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***Sample Vision Statement for  
Using the Parole Interview to Encourage Offender Motivation to Change***

*The vision of the [name of state paroling authority] is that its members will use settings in which they interact with parolees (parole hearings and interviews) as opportunities to promote and encourage positive behavior change. Recognizing the considerable impact that these interactions can have on parolees, Board members will utilize empirically supported motivational techniques to foster a sense of internal offender motivation for change. The Board's efforts in this area support an overall vision of reducing offender recidivism and promoting public safety.*

Date

***Sample Agenda for State X's Working Group Meeting on  
Using the Parole Interview to Encourage Offender Motivation to Change***

**Participants**

Participants for this session should include Parole Board members, representatives from executive parole staff, and ideally parole agency staff or community partners with expertise in the use of Motivational Interviewing.

**Goals of This Session**

The Board and other participants will develop:

- An understanding of the current goals of parole hearings/interviews;
- An understanding of the potential opportunities that Parole Board members have to interact with offenders in a way that can encourage change; and
- A proposed list of changes that the Board, as a whole, feels should be made to their current approach in this area.

**Proposed Agenda**

- |            |  |
|------------|--|
| 8:30 a.m.  | Call to order, introductions of all key staff  |
| 8:45 a.m.  | What are the Board's current goals during parole hearings/interviews? How are these aligned – or in conflict with – using these events as a way to encourage offenders to move toward positive behavior change? Consider: How do parole interviews start? And on what note do they end? Is a “tone” set in the hearings that will foster positive offender change?                             |
| 10:00 a.m. | Break  |
| 10:15 a.m. | Defining the challenges associated with our current practice <ul style="list-style-type: none"><li>• What impact does how we are doing business now on this dimension have:<ul style="list-style-type: none"><li>○ On offenders?</li><li>○ On the potential to enhance risk reduction/public safety?</li></ul></li></ul>   |
| 11:30      | Lunch Break  |
| 12:30      | Reviewing the science: what do we know about evidence-based practices in this area? <ul style="list-style-type: none"><li>• What are the potential benefits of changing the goals to the parole hearing/interview to include the use of Motivational Interviewing techniques?</li><li>• What are some of the challenges the Board might face if it was to move forward in this area?</li></ul> |
| 1:15 p.m.  | Brainstorm a list of potential changes in current policy/practice  |



- 2:00 p.m. Break
- 2:15 p.m. What buy in would need to be acquired in support of this effort? What outreach would the team need to do in order to educate others about the evidence-based practice in this area? What training/ongoing coaching might be required?
- 3:00 p.m. Break
- 3:15 p.m. Next steps—in order to move forward from current practice to the potential changes discussed and agreed to earlier, what are next steps that should be completed before the next meeting of this group
- Finalizing list of changes upon which the group has agreed to move
  - Establishing subcommittee to work on each change, or on clusters of change
  - Work planning on encouraging any needed agency buy in
  - Establishing performance measurement subcommittee
- 4:00 p.m. Adjourn

***Sample Action Plan for Implementing Changes in  
Using the Parole Interview to Encourage Offender Motivation to Change***

To implement an action plan for making changes in how your Board approaches using the parole interview or hearing to encourage an offender's motivation to change, begin by answering the following questions:

- “Does our current approach equip Board members to be able to use parole hearings/interviews as an opportunity to encourage positive behavior change with offenders?”
- “If the goals of these sessions do not currently include the use of Motivational Interviewing to promote behavior change, what would it take for us to move forward in this area?”

For each change under consideration, determine:

- What needs to be done to start implementing changes?
- Is the issue at hand a short- or long-term issue? A short-term issue can be handled within six months and without additional resources or statewide legislation. A long-term issue requires more investment of resources, statutory changes or work over a longer period of time.

GOAL: \_\_\_\_\_

OBJECTIVE: \_\_\_\_\_

Short-Term Issue (Example)	Indicate three things that need to occur in the next 30 days	Individual(s) Responsible	Due Date
Develop a clear understanding of the Board's current goals for the parole interview/hearing; determine whether/how encouraging positive offender behavior change can be incorporated into the Board's practice.	Schedule a Board or work group/ subcommittee meeting to explore our current approach to hearings/interviews and consider how incorporating the additional goal of motivating offenders could enhance our current approach.	Parole Chair	10/01/2013
	Develop a presentation for the meeting that summarizes the principles emerging from the research on evidence-based practice on the potential for criminal justice stakeholders to positively impact offenders through routine interactions; and the research on the goals and efficacy of Motivational Interviewing	Department research staff	10/01/2013

	Survey Board members and staff about what, if any, Motivational Interviewing techniques are currently being used during interviews.	Board members/agency staff	10/01/2013
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<b>Long-Term Issue (Example)</b>	<b>Indicate three critical changes that need to occur in the next six months in order to make substantial progress on the issue (e.g., resources, institutional policy changes, Parole Board practice/policy changes required).</b>	<b>Individual(s) Responsible</b>	<b>Critical First Steps to be Taken</b>	<b>Due Date</b>
If the Board decides to integrate Motivational Interviewing into its hearing/interview process, develop a plan for what will be needed to change policy and practice.	Develop a plan for providing training to Board members and staff.	Subcommittee/work group members TBD	Investigate what training would be needed for Board members on Motivational Interviewing in order to incorporate these methods into their practice (including assessing who could provide the training, the cost, and a timeline for providing it)	1/1/14
	Develop a plan for coaching Board members and staff so that feedback can be provided about the techniques being used and the Board/staff can	Subcommittee/work group members TBD	Identify methods by which to observe Board members and staff, and	3/1/14

	become proficient in using MI.		identify “coaches” that can assess skills and provide feedback	
	Develop written policy guidelines for incorporating the use of Motivational Interviewing into practice.	Subcommittee/work group members TBD	Subcommittee member from parole to schedule initial meeting with key staff to make necessary changes in policy and practice and develop written policy and practice guidelines.	3/1/14

***Sample Charter for Parole Working Group to  
Focus on Using the Parole Interview to Encourage Offender Motivation to Change***

**GROUP MISSION:** To consider how the Board can use parole hearings and interviews to more effectively accomplish their goals, and as a way to motivate offenders to change. This approach would likely include the use of Motivational Interviewing techniques that are designed to help offenders to find their own internal sense of motivation to make positive behavioral changes in their own lives.

- **ACTIVITIES AND GUIDELINES:** This workgroup will be chartered to explore current parole interviewing methods, and any existing strategies used to motivate offenders, to consider how improvements in this area might be made, and to develop and implement a workplan to make such improvements.
- **LEADERSHIP, REPRESENTATION, and MEMBERSHIP:** The group's membership should include parole Board members, parole staff that conduct interviews, parole agency leaders, and staff or community partners with expertise in Motivational Interviewing techniques.
- **ROLES:** Establish member roles to include Chair, Facilitator, and Record Keeper, and members of subcommittees and/or task groups, as needed.
- **SUBCOMMITTEES:** As specific tasks are agreed upon, subcommittees may be chartered to undertake the tasks, agreeing on membership, roles, time lines, and specific products to be brought back to the Working Group. Likely tasks will include a review of the literature on Motivational Interviewing, and an analysis of which—if any—motivational techniques are in use or could be used.
- **MEETINGS:** Convene a series of meetings to review and discuss the information learned from the literature and its potential application to the Board's work.
- **GROUND RULES:** The Working Group should agree, at the outset, on a set of ground rules or operating expectations addressing such issues as the following:
  - Method by which decisions will be reached—perhaps by consensus,
  - All group members are equal for purposes of the work group;
  - Relevant information will be shared;
  - Confidentiality will be respected in the group (i.e., what is discussed will remain within the group); and
  - Expectations that members will attend all meetings, arrive on time, and—when necessary—designate a representative might be and what his or her authority would be.
- **MEETING FREQUENCY:** Agree on how frequently the Working Group will meet, what duration the sessions will be, and where they will be held.
- **OUTCOMES:** Produce recommendations about how the use of Motivational Interviewing techniques could be used in parole hearings/interviews in a way that encourages positive offender behavior change.

### ***Sample Performance Measures Checklist for Using the Parole Interview to Encourage Offender Motivation to Change***

A performance measurement workgroup should be formed to address potential changes in this area. There are a number of ways in which a carefully constructed performance measurement system will prove useful. Performance information provides for:

- An objective way to account for activities and accomplishments over time;
- A method to quantify the cost/benefit of investments and allocate additional resources (or reallocate resources) as may be appropriate;
- An opportunity to identify and intervene with implementation problems (or potential problems) that can impede goal achievement if not addressed in a timely fashion; and
- Objective and specific data that can be used to report performance to staff as a means to further engage and motivate external stakeholders (e.g., funders, other vested parties) as a means to demonstrate the benefit of investments.<sup>2</sup>

Information about the following indicators should be collected in order to provide quantitative support and to track the impact of any changes that are made with respect incorporating Motivational Interviewing techniques. Boards should first document:

- ☐ Changes in Board practices regarding the use of motivation enhancing techniques with offenders (including the use of Motivational Interviewing);
- ☐ Methods by which these expectations are communicated to individual offenders and to institutional staff; and
- ☐ Formal modifications to hearings/interview procedures.

After the changes in practices with respect to using the parole interview/hearing to motivate offender change are implemented, collect outcome information about offenders over a discrete period of time that includes but is not limited to:

- ☐ Number of hearings conducted; and
- ☐ Number/percent of interviews in which Motivational Interviewing is used.

In cases in which MI techniques are used:

#### ***Performance Management is a system of:***

- ✓ Regularly measuring the results (outcomes) of initiatives,
- ✓ Using this information to increase efficiency and effectiveness in approaches or service delivery,
- ✓ Reporting important indicators of program operations and results.

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<sup>2</sup> Source: Center for Effective Public Policy (2009). *Measuring the Impact of Reentry Efforts*, [www.cepp.com/documents/Measuring%20the%20Impact.pdf](http://www.cepp.com/documents/Measuring%20the%20Impact.pdf), last accessed December 4, 2013.



- ☐ Percentage of offenders who self-report an increase in satisfaction with the manner in which the hearing/interview was conducted;
  - ☐ Percentage of offenders who self-report a motivation to initiate a positive behavior change as a result;
  - ☐ Feedback from inmates regarding the quality of the interaction;
  - ☐ Number of positive affirmations used during the interview;
  - ☐ Number of open-ended questions posed during the interview; and
  - ☐ A decrease in the number of parole waivers (which would indicate that more inmates are interested in participating in parole interviews as opposed to waiving them.)
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### Using the Parole Interview to Encourage Offender Motivation to Change

#### References/Endnotes

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### Using the Parole Interview to Encourage Offender Motivation to Change

#### Links

The following organizations, websites, and publications are helpful for obtaining specific guidance on this topic.

The [Center for Effective Public Policy \(CEPP\)](#) manages the [National Parole Resource Center](#), which has developed, among other resources, a series of five papers on parole entitled *Parole Essentials: Practical Guides for Parole Leaders* that address the specific challenges of paroling authorities. Each paper can be accessed below:

- [Core Competencies: A Resource for Parole Board Chairs, Members, and Executive Staff](#)
- [Evidence-Based Policy, Practice, and Decisionmaking: Implications for Paroling Authorities](#)
- [Paroling Authorities' Strategic Planning and Management for Results](#)
- [Special Challenges Facing Parole](#)
- [The Future of Parole as a Key Partner in Assuring Public Safety](#)

The project has also developed a webinar on this topic: [The Parole Interview as an Opportunity to Enhance an Offender's Motivation to Change](#) to present information about Motivational Interviewing, to explore some of its potential uses in the parole interview setting, to explore insights emerging from an effort by the Colorado Board of Parole to utilize this techniques in its hearing process, and to respond to some of the questions and concerns voiced by parole Board members. The videos should be watched in consecutive order (either in one sitting, or separately as time allows).

The [National Institute of Corrections \(NIC\)](#) is an agency within the U.S. Department of Justice, Federal Bureau of Prisons. NIC provides leadership to influence correctional policies, practices, and operations nationwide in areas of emerging interest and concern to correctional executives and practitioners as well as public policymakers. NIC has established a web page that specifically addresses Motivational Interviewing in a correctional context and offers many user-friendly, web-based resources and tools available at no cost. Visit <http://nicic.gov/MotivationalInterviewing> to access these resources.

[Association of Paroling Authorities International \(APAI\)](#) originated in the early 1970s at the urging of international parole colleagues with a strong interest in best practices and current issues surrounding conditional release, reentry into the community and public safety. Despite different parole legislation, policies and regulations, members – individuals and organizations from 38 countries – share the fundamental value in the belief of a person's ability to change and the conviction that gradual, supervised reintegration into our communities is an effective protection of public safety.

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Acknowledgments

This resource package was developed by Leilah Gilligan, Project Manager, and Peggy Burke, Project Director, of the National Parole Resource Center (NPRC). Becki Ney, Principal, Richard Stroker, Senior Manager, and Stevyn Fogg, Senior Associate, all of the Center for Effective Public Policy, also contributed to the development of this resource. The NPRC thanks the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance for its ongoing support.

< [Links](#)