

**Welcome
to
a workshop on**

**WORKING WITH DIFFICULT AND
RESISTANT OFFENDERS**

IN GROUP PROGRAMMES

Workshop **- *aims* -**

This workshop aims to enable participants to :

- **Understand why many group members may be resistant to participation in programmes.**
- **Look at the different ways resistance may be manifested, and ways of handling it.**
- **Practice using techniques for dealing with resistance.**

describe....

**1. A difficult
offender**

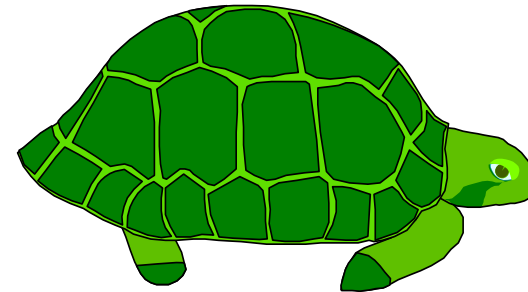
**2. An offender I like
to work with**

**A man convinced against
his will is of the same
opinion still.**

German Proverb

The Motivated Offender...

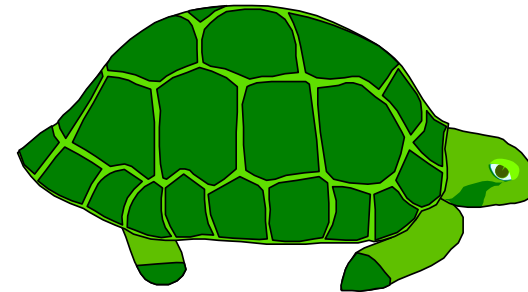
- Ready
- Willing
- Able



= Motivated

The Resistant Offender...

- Unready
- unwilling
- unable



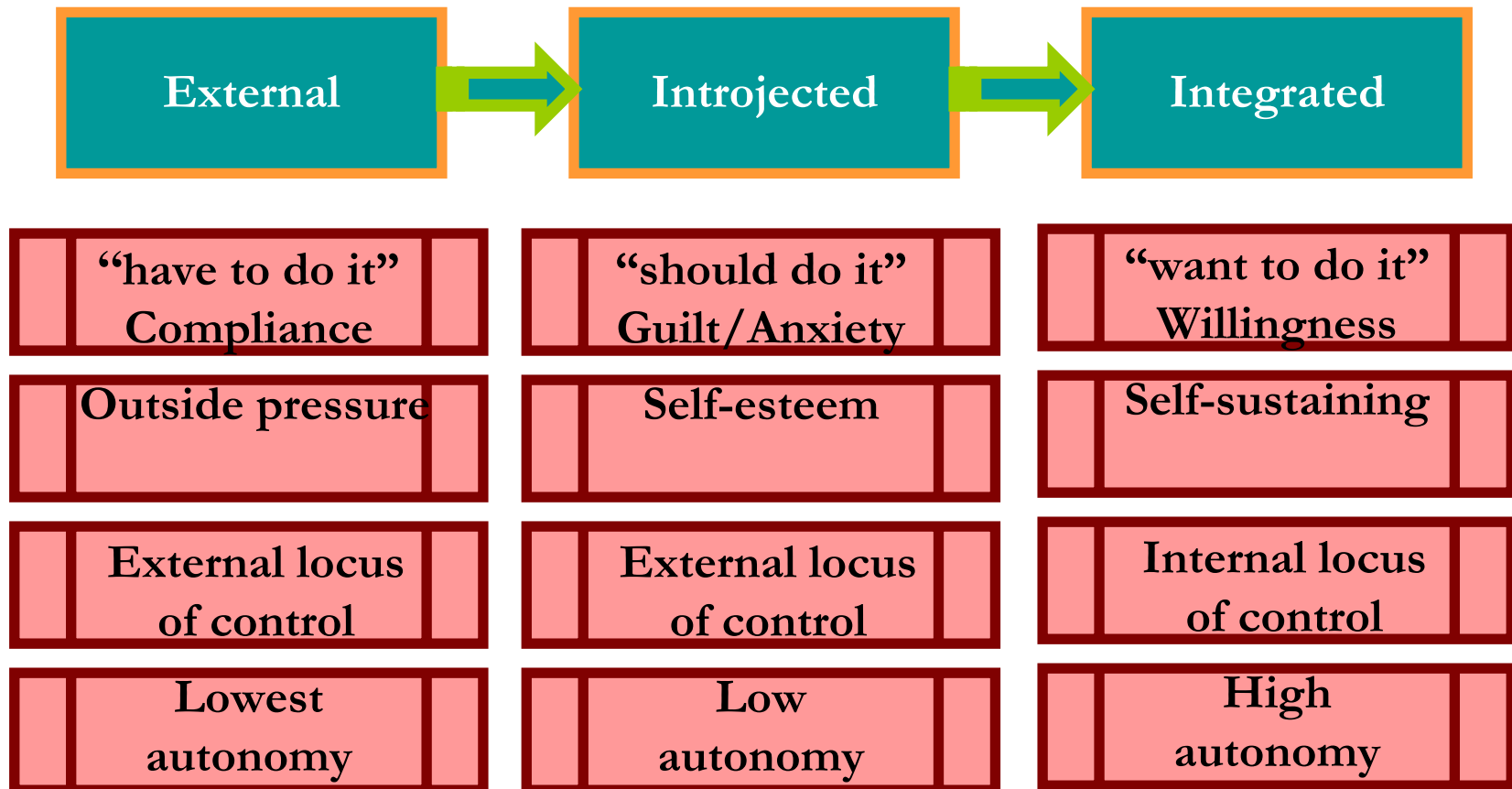
= Unmotivated

Why working with offender groups is difficult ...

➤ **The environment**

Self-Determination Theory

Ryan and Deci, 2000



Why working with offender groups is difficult ...

- The environment
- Group processes

Working with groups

Advantages:

1. Less expensive
2. Can reach more people with fewer facilitators
3. Offers additional opportunities – roleplay, social skills
4. Interpersonal pressure from majority can beneficially lead the less ready to move towards change.

Disadvantages:

1. Control issues
2. More opportunities for non-participation
3. Less attention for each individual
4. Key techniques which work with individuals are less useful with the group
5. Group polarization effects

Groupthink

“Groupthink” is encouraged when:

- The group is like-minded
- It is isolated from alternative ideas
- Its leader clearly favours a particular option

Janis, 1972, 1977

Why working with offender groups is difficult ...

- The environment
- Group processes
- Programme transparency

**I think
Therefore**

I AM

**(This is just common
sense, isn't it?)**

Why working with offender groups is difficult ...

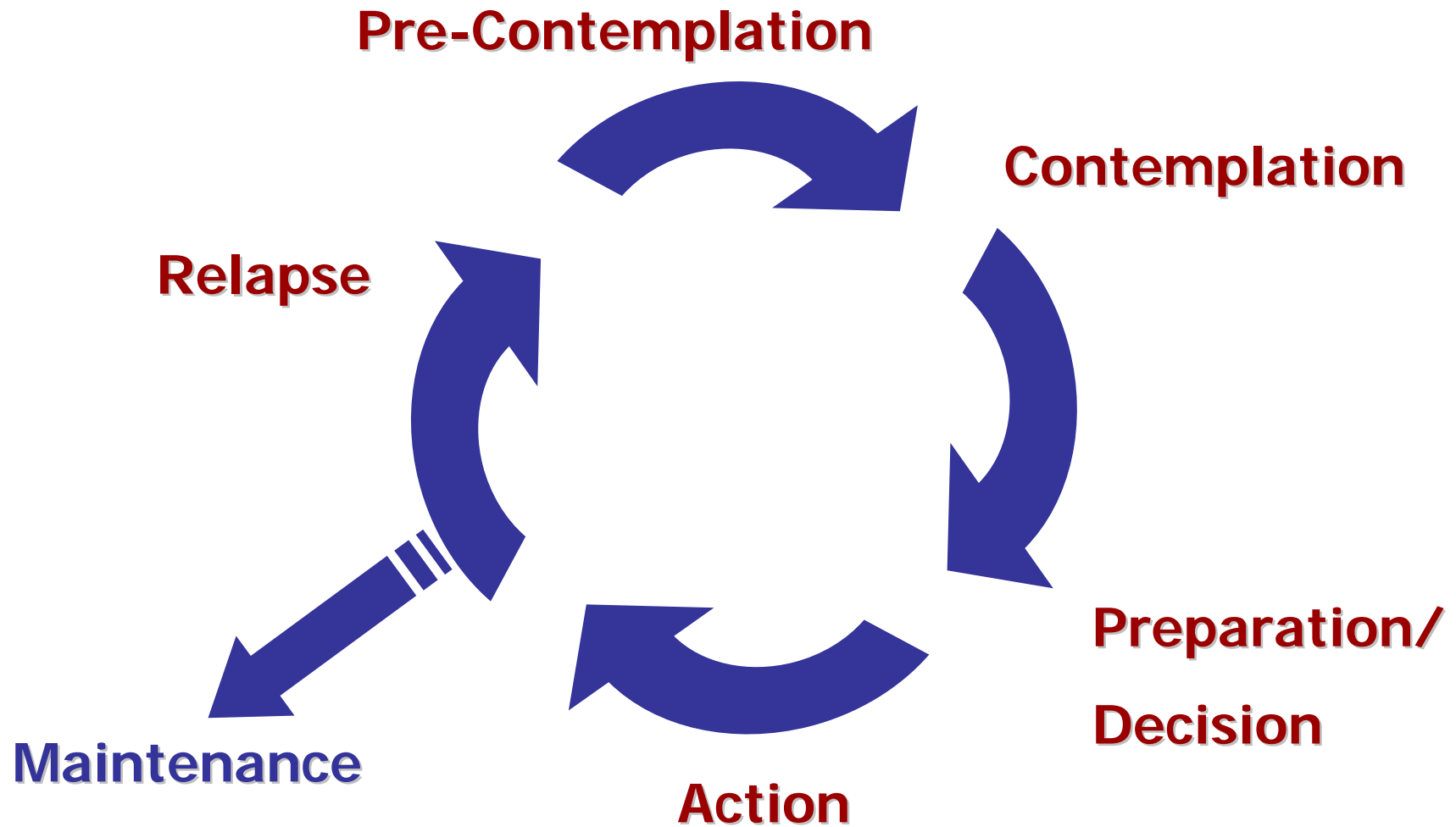
- The environment
- Group processes
- Programme transparency
- Individual needs

Individual needs

Being responsive to changing goals
and needs of INDIVIDUALS

Stages of Change

(Prochaska & DiClemente, 1982)



Precontemplation:

Reluctant

Says: "I haven't got a problem"

Behaviours: Passive, doesn't contribute much

- ✓ Inform and interpret
- ✓ Reframe
- ✓ Empathy training
- ✓ Support

- ✗ Too many worksheets
- ✗ Written assignments
- ✗ Premature focus
- ✗ Arguing for change
- ✗ Convincing, judging

Precontemplation:

Rebellious

Says: "This programme is a waste of time"

Behaviours: High investment in continuing to offend, argumentative, hostile

- ✓ Emphasize their choice
- ✓ Provide options, alternatives
- ✓ Roll with resistance (coming alongside)
- ✓ Acknowledge feelings

- ✗ Challenging too overtly
- ✗ Warning, cautioning
- ✗ Arguing for change
- ✗ Convincing, judging

Precontemplation: Resigned

Says: "You don't know what it's like in my world"

Behaviours: Given up on idea of change, doesn't make much effort

- ✓ Encourage optimism
- ✓ Reframing
- ✓ Affirmation
- ✓ Exploring barriers

- ✗ Giving advice
- ✗ Reassuring, sympathising
- ✗ Persuading with logic
- ✗ Arguing for change
- ✗ Convincing, judging

Precontemplation: Rationalising

Says: "He was asking for it"

*Behaviours: Thinks they have all the answers,
likes to argue, undermines tutors.*

- ✓ Empathy training
- ✓ Roll with resistance (double-sided reflection)
- ✓ Summarising

- ✗ Pointing out the consequences
- ✗ Overusing questions
- ✗ Arguing for change
- ✗ Convincing, judging

Contemplation

Says: "I can see in here it makes sense, but I don't see it working out there"

Behaviours: Indicates they want to change, positive about programme but not always realistic

- ✓ Build optimism through affirmation
- ✓ Goal setting
- ✓ Careful socratic questioning
- ✓ Double-sided reflection
- ✓ Summarising

- ✗ Giving advice
- ✗ Solving problems for them
- ✗ Bringing in your own experience
- ✗ Arguing for change
- ✗ Convincing, judging

Preparation/Decision

Says: "I'm definitely not coming back inside again."

Behaviours: On the verge of making changes. High expectations of programme – and sometimes disappointed.

- ✓ Build optimism through affirmation
- ✓ Reframing
- ✓ Explore wider goals/values
- ✓ Encourage commitment
- ✓ Socratic questioning
- ✓ Individually tailored assignments

- ✗ Offering advice
- ✗ Solving problems for them
- ✗ Assuming ambivalence has gone
- ✗ Arguing for change
- ✗ Convincing, judging

Action

Says: "I've applied to go on the drugs programme."

*Behaviours: Have begun to implement a plan.
Supportive of tutors and positive about programme.*

- ✓ Affirmation
- ✓ Reflective listening
- ✓ Specific feedback
- ✓ Identifying support networks
- ✓ Individually tailored assignments

- ✗ Ignoring the negatives
- ✗ Asking too many questions – give information when asked
- ✗ Assuming ambivalence has gone
- ✗ Arguing for change
- ✗ Convincing, judging

Maintenance and Relapse

Says: "I've been drug-free since I've been in here and I'm determined not to let that go"

Says "I've slipped back, but I can do it again"

Behaviours: Has sustained positive change for more than 6 months (but may relapse)

- ✓ Confidence-building
- ✓ Reframe crises as opportunities
- ✓ Feedback on progress
- ✓ Individually-tailored assignments

- ✗ Labelling
- ✗ Criticising
- ✗ Blaming
- ✗ Moralising
- ✗ Arguing for change
- ✗ Convincing, judging

Willing and Able:

Building Importance and Confidence



Traps to avoid...

- Question-Answer
- Taking Sides
- Expert
- Labelling
- Premature Focus
- Blaming

Let's Dance

Motivational
Interviewing
Socratic
Questioning

DEFINITION OF MOTIVATIONAL INTERVIEWING

A directive client-centred
counselling style for helping
clients explore and resolve
ambivalence about behaviour
change

DEFINITION OF SOCRATIC QUESTIONING

Systematic questioning approach
to help individuals discover
more rational and logical ways
of looking at the world

The Spirit of Motivational Interviewing

- **EXPRESS EMPATHY**
- **DEVELOP DISCREPANCY**
- **AVOID ARGUMENTATION**
- **ROLL WITH RESISTANCE**
- **SUPPORT SELF-EFFICACY**

Let's Dance...

O pen Questions

A firm

R efective listening

S ummarise



Let's Dance...

Elicit

Change

Talk



Open or Closed ?

OPEN

CLOSED

What's in it for you when you act aggressively?

Where did you go to school ?

What would be the consequences ?

Tell me what's concerning you about the session today?

That would be one choice, what other options are there ?

Where do you see yourself in five years ?

How long have you stopped using drugs ?

Why do you think the police have it in for you ?

Which helps us to do.....what ?

What do we sometimes do when we have these kinds of thoughts?

Avoiding “Why”...

- Tell me about..
- What would x be thinking?
- What other ways..
- What's good.. what's not so good

Affirm...

- Body language and eye contact
- Sincerity
- Don't over-praise
- "That's a good suggestion"
- "You've given a lot of thought to this, I can see"
- "I think most people would find that difficult to deal with"
- Natural language

Summarise...

- Linking summaries
- Collecting summaries
- Transitional summaries

Let's Reflect...

Effective challenging

Antisocial remarks

Resistance

Irrational beliefs



Antisocial remarks

- Reframing
- Exaggeration/agreeing with a twist
- Double-sided reflection
- Use the third person
- Open it up to the group

Ways of dealing with Resistance

...

- Reframing
- Emphasizing personal choice
- Coming alongside

Is it rational ...

- All police are bent
- Everyone on my estate uses drugs - so how can I stop?
- If someone's threatening you, you have to fight back
- You never grass on your mates

DEFINITION OF SOCRATIC QUESTIONING

Systematic questioning approach
to help individuals discover
more rational and logical ways
of looking at the world

Challenging Irrational beliefs (using socratic questioning approach)

- Looking at alternative perspectives
 - Looking at other people's views
- Evidence to support or refute the idea
- Advantages/disadvantages of the current belief

Socratic questioning helps...

Hard

Evidence

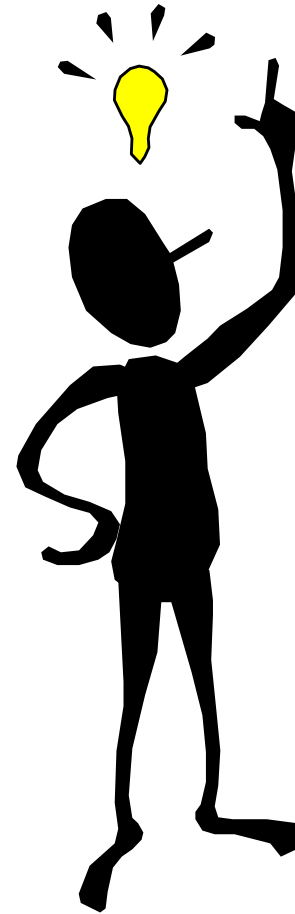
Look at it another way

Purpose

Someone else's perspective

Change Talk...

- Recognising Disadvantages of Status Quo
- Recognising advantages of change
- Expressing optimism about change
- Expressing intention/determination to change



Encouraging Change Talk...

- Asking Evocative Questions
- Elaborating
- Querying extremes
- Looking back or forward

