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Behavior Change in Juvenile Drug Treatment Courts

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Learning Objectives

After this presentation, participants should be able to:

1. Describe key reasons why contingency management can lead to behavior change in youth;
2. Identify why focusing on compliance and rules may be counter-intuitive;
3. Recognize JDTC *Guidelines* that provide a research base for integrating incentives/sanctions and case management; and
4. Classify examples of procedures related to incentives & sanctions that are individualized, objective, and measurable.

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The Evolution of Incentives & Sanctions in JDTCs

JDTC Incentives and Sanctions 1.0

- Lists of possible incentives
- Focus on monetary incentives (gift cards)
- Punitive sanction grids and misuse of detention

JDTC Incentives and Sanctions 2.0

- Focus on the structured and measurable delivery of incentives and sanctions
- Effort to increase incentives
- Effort to decrease the misuse of detention
- Focus on individualized and meaningful incentives

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JDTC Incentives & Sanctions 3.0 – Case Management Integration

Recommendations from OJJDP in the *JDTC Guidelines*:

- **Objective 4** – Conduct comprehensive needs assessments that inform individual case management
- **Objective 5** – Implement **contingency management**, case management, and community supervision strategies effectively

(OJJDP, Juvenile Drug Treatment Court Guidelines, 2016)

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What is Contingency Management?

“Contingency management incorporates a relatively comprehensive framework in attenuating the negative effects of substance use risk factors while building protective factors such as social skills, family involvement, and contacts with prosocially peers.”

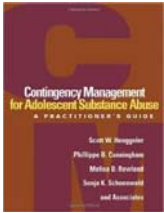
(Henggeler et al., 2012, p. 6)

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Search Amazon for this Guidebook as a Resource to Implementation:



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Resources and Guidance don't Always Translate into Practice

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Four-Prong Approach Allows JDTC Teams to:

1. Create a Strength-Based Atmosphere
2. Increase Basic Compliance with a Micro-Economy
3. Support Goal Achievement with Short-Term Contracts
4. Respond to & Reframe Drug Testing

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1st Prong – Creating a Strength-Based Atmosphere

Why is it important to focus on strengths in the framework of delivering incentives and sanctions?

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What Does it Mean to be Strength-Based?

Broadly a strength-based approach can be defined as “...an organizing principle for a family of theories and **practice strategies** that encourage helping professionals to seek out clients’ abilities, resources, and gifts and apply them to current life challenges.”

(Nissen, 2006)

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Under the *Guidelines* – 4.1 & 5.1:

- **Guideline 4.1** – “Needs assessments should include information for each participant on well-being needs and strengths.”
- **Guideline 5.1** – “Praise can be a powerful behavioral motivator when applied under the proper conditions.”

(OJJDP, Juvenile Drug Treatment Court Guidelines, 2016)

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Positive Social Recognition can Improve the Team’s Ability to be Strength-Based

This **should be** purposeful and include:

- Court case flow
- Structures that force the team to focus on the good
- Opportunities to engage w/ youth and families outside of court

This **should not** include:

- Shaming
- Lecturing

(Saleebey, 1997; Laursen, 2003; and Galvan, 2013)

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Plan Program Activities Because...

It is important to “[view] the community as an untapped reservoir of strengths” by participating with youth and families in organized community-centered activities outside of the court setting.

(Nissen, 2006, p. 45)

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Program Incentives can Help Teams set a Positive Tone in Court

Some examples are:

- Rocket Docket
- Positive peer-to-peer reinforcement
- Fish Bowl

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Rocket Docket

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Rocket Docket Procedures & Benchmarks for Youth

Procedures for JDTC Teams	Benchmarks for Youth
1. Youth and family on the Rocket Docket go first and leave early	1. Making healthy choices by providing 100% negative UAs
2. There is no limit to how many youth can make the Rocket Docket	2. Learning how to make healthy choices by achieving 100% attendance in treatment
3. If youth receive additional charges in the current week, they aren't eligible for the Rocket Docket	3. Actively engaging in school by achieving 100% attendance
4. Case managers/probation officers should complete the Rocket Docket checklist before pre-court staffing to determine eligibility	4. Being a productive classmate by receiving ZERO citations at school

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1st Prong – Key Concepts

- Consider how current processes may lead the team down a deficit-based path
- Procedures and process must be deliberate *and* codified
 - Set goals and benchmarks
 - Agree on process as a team
 - Write it down
 - Follow and monitor for adherence

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2nd Prong – Increase Basic Compliance with a Micro-Economy

(Kazdin, 1977; McLaughlin & Williams, 1998 cited in Doll, et. al., 2013)

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What do the JDTC *Guidelines* say About Micro-Economies...or about points/tokens?

Well...nothing

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However, Under the *Guidelines* – 5.1, 5.2, & 5.4:

- 5.1 – “Implement a system of incentives and sanctions that are **immediate, certain, consistent, fair, of appropriate intensity...**”
- 5.2 – “...participants [should] receive **similar incentives** and sanctions as others who are in the court for the same reasons.”
- 5.4 – “When the court focuses heavily on violations and noncompliance, it develops perceptions about how it will or will not be able to work with each youth, which may serve to limit the use of contingency management that could change behavior and shape the youth’s identity.”

(OJJDP, Juvenile Drug Treatment Court Guidelines, 2016)

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Point-Level Reward System: An Example From the Field

- From a JDTC in Albuquerque, NM
- Small sample of their procedures
- Continually monitored for effectiveness

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Youth can earn points for...

Special thanks to the Bernalillo County, NM JDTC team for the sample procedures

Earning full points	Amount	Earning partial points	Amount	Earning Zero points
Attend therapy and fully participate or present work.	2	Attend scheduled therapy appointment	1	Missing an individual or family therapy session
Attend school with no absences	2	Attend school with only one absence	1	Two or more school absences
Check in everyday	2	Check in 6 days	1	Fail to check in two or more days

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Rewards youth can purchase with earned points

Special thanks to the Bernalillo County, NM JTDC team for the sample procedures

Reward	Cost	Purchasing Guidelines
Credit for 1 hour of community service	4 points	No community service assigned with in the past week
Extend curfew on 1 day for 1 hour	10 points	Must be checking in, cannot be on house arrest or have a curfew violation in past 2 weeks
\$10 gift card	20 points	Must be attending therapy

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Using points to promote pro-social activities

Special thanks to the Bernalillo County, NM JTDC team for the sample procedures.

Assignment	Community Service	Bonus Points
Have a family dinner	2	4
Keep planner of assignments and appointments	2	4
Keep a daily journal	6	12
Explore alternative education program	2	4
Create a resume	5	10

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Data from New Mexico

- Almost doubled the amount of incentives given out each month from Fiscal Year 2013 to Fiscal Year 2015.
- Reduced the average cost per incentive by \$3 (from \$5.91 to \$2.85)
- 78% of incentives give out in Fiscal Year 2015 cost \$5 or less
- 54% of those incentives were complete free

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2nd Prong – Key Concepts

- Using a point/token system can help teams insert positive reinforcement for program rules/requirements
- The process can help teams insert fair and consistent responses

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3rd Prong – Support Goal Achievement with Short-Term Contracts

JDTDC teams can use short-term contracts

- to bolster goal achievement with specific incentives and sanctions
- to make goals *more* actionable for youth and families
- to give youth an opportunity to get back on track

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Under the *Guidelines* – 5.2 & 5.4:

- 5.2 – “**Behavioral contracts** allow JDTDCs to remain both consistent and individualized because if a youth breaks the contract, he or she cannot say that the response is unfair.”
- 5.4 – “The **balance of case management and supervision**, along with monitoring, should be achieved in the context of addressing the youth’s needs holistically. This requires individualizing case management and supervision plans..”

(OJJDP, Juvenile Drug Treatment Court Guidelines, 2016)

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There is an Assumption here:

The 3rd Prong relies on the premise that JDTC teams use effective case planning and case management practices

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Begin Individualization with an Assessment

1. Juvenile Justice History
2. Family and Living Arrangements
3. Peers and Social Support Network
4. Education and Employment
5. Pro-Social Skills
6. Substance Abuse, Mental Health, and Personality
7. Values, Beliefs, and Attitudes

Note: Domains drawn from the Ohio Youth Assessment System (OYAS)

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Use Domains in your Risk / Need Assessment to Identify Areas to Address

Education & Employment

Pro-Social Skills

Values, Beliefs, and Attitudes

Substance Abuse, Mental Health, and Personality

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An Overarching School-Related Goal

Improve school functioning and connectedness

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SMART Goals should:

- Have goals that are...WHAT?
- Focus on skilling building and insertion of interventions
- Be monitored and updated during regular case management meetings

(Expansion of JDAI to the Deep End Resource Guide, 2017: Lipsey, et al., 2010; and Carey, et al., 2000, Spring)

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Objective Statement Derived from the Overarching School-Related Goal

Finishing an English credit recovery class by completing 15 computer lesson in the course (completing 5 lessons per month with a passing grade, completed online lessons) between September 1st and November 30th.

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Sample Objective Statement Broken Down

- **Objective** - Finish an English credit recovery class
- **Activity** - by completing 15 computer lessons in the course
- **Measured by** - completing 5 lessons per month with a passing grade, completed online lessons
- **Timeframe** - between September 1st and November 30th

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During the September 30th Case Management Meeting

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Objective	Activities	Incentives	Non-Compliance	Sanction	Support Services
Finish one lesson in your credit recovery class before the next court hearing	<ul style="list-style-type: none"> • Set aside 30 min. everyday after school • Find location to work • Work on lessons 	<ul style="list-style-type: none"> • Praise • Points • Curfew extended from 7:00 p.m. to 8:00 p.m. • Closer to completing the course 	Failure to complete the lesson.	<ul style="list-style-type: none"> • Unable to earn points • Curfew reduced to 6:00 p.m. 	<ul style="list-style-type: none"> • Tutoring Assistance • Use of Computer • Check-in call mid-week to determine status

Signed by Youth
Signed by Caregiver
Signed by Case manager

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3rd Prong – Key Concepts

- All youth should have individualized case plans
- Goals and case plans must be derived from assessments
- Short-Term contracts are used to make goals *more* actionable
- Not all youth require short-term contracts

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The 4th Prong – Respond to & Reframe Drug Testing

- Drug testing is a component of individualized case planning, NOT a standardized measure of success or failure
- JDTC teams should work from a continuum of responses that allow team members to respond consistently *and* immediately

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First, Practices NOT Found in the *Guidelines*

- A standard number of “~~clean~~” (Healthy-Choice Days) days associated with better outcomes
- A grid of punitive responses for substance use

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What is the difference between these two *Guidelines*?

- **Guideline 5.5** – "...failure to appear for a drug test and otherwise tampering with drug test results should be addressed with immediate, graduated sanctions."
- **Guideline 5.6** – "Tolerance for return to use should be determined on an individual basis...[and] should be based on what is known about each youth's goals and progress."

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We Should Also Review *Guidelines*:

- **Guideline 4.1** – "...the presence of significant symptoms of PTSD and other trauma-related conditions strongly suggests that JDTCs need to screen for and assess the contributions of traumatic childhood and current experiences..."
- **Guideline 4.2** – "JDTCs should adopt evidence-based case management that takes into account participants' special needs and allows **some flexibility** in the application of case management practices."

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This Translates to the Following Practices:


- The elimination of requirements related to consecutive negative drug tests as an accurate measure of success or failure
- The creation and implementation of a response protocol that allows the team to administer responses between court sessions

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Responses				
Behavior	Court Time Out	E-Reporting Center	Holds	Corrections
Drug Test – no show or fail to call in	Week 1: one-hour Week 2: two-hours Week 3: three-hours Week 4: four-hours Week 5: five-hours	Week 6: if in compliance after, revert back to week five response	Week 8: four-hour holds Week 9: six-hour holds	Week 10: four-day stay Week 11: eight-day stay
Drug Test – tamper with or cheat on test		1st offense	2nd offense: four-hours	3rd offense

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<h3>4th Prong – Key Concepts</h3> <ul style="list-style-type: none"> • JDTCs should not rely too heavily on drug testing results to measure success or failure for youth • Youth should be given time and flexibility to acquire new skills that will help them make healthier choices • JDTC teams should create and implement a continuum of immediate responses that can be used between court sessions <p style="text-align: right;"><small>ojjdp.gov</small></p>

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<h3>One Final <i>Guideline</i>...</h3> <p>Guideline 5.3 – “Financial fees and detention should be considered only after other graduated sanctions have been attempted. Detention should be used as a sanction infrequently and only for short periods of time when the youth is a danger to himself/herself or the community, or may abscond.”</p> <p style="text-align: right;"><small>ojjdp.gov</small></p>

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Thank You!

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