

Three-Prong Approach to Incentives and Sanctions webinar
February 25, 2016

Thank you for joining on today's webinar on the Three-Prong Approach to Incentives and Sanctions. We were asking people to put one thing they wanted to learn into chat. Let's resume that. >> Wendy, I saw in chat things about changing behaviors, creating incentives and sanctions.

I'm noticing that as well. Lots of research on effective incentives and sanctions.

People want to know if there is actual data.

I think we can meet people's needs.

It looks like they signed up for the right webinar.

For those of you that are just hearing for the first time. My name is Jessica Pierce and I work for the national Council and our speaker is Wendy Schiller, who also works for the national Council.

Hello.

Wanted to tell them what we have in store.

Today, we will talk about incentives and sanctions. Really getting into practical ways that we can implement this. I think we know about incentives and sanctions and the research behind it. But, how to practically put those in places another thing.

I would like to ask the audience and a poll, if you could bring the pull-up, I wanting -- gauge with the comfort level is with what we are going to talk about today.

I would like to know, how much do you know about privilege reduction strategies. To change his behavior. Please fill out the poll. >>

Who is the expert? >>

I don't know.

We are getting a lot of responses. Some saying they don't know anything, some they know a little. Some know some. >> So about 50/50. Some people know some stuff some know not as much. We will go into more detail about that.

How much do you know about behavior contracts? >> We're still in that 50-50 range of knowing a little or some.

A lot of people have a little bit of experience with what we will talk about today. This is good.

I think so too. >> One more poll question. How much do you know about inserting program wide incentives where we are promoting a strength-based atmosphere? >> A lot are saying I don't know -- I know a little

in this. So you may be hearing it for the first time. I wager you know what I'm talking about and then you will be going so I got you.

We have a really could -- good crowd were we will have a good discussion on individuality incentives and sanctions. Some people know a little, none, some. We will get into to talk about this.

We will talk about the objectives we meet, I want to to learn about privilege reduction strategies. This matches the questions I just asked you.

I want you to learn about individualizing behavior contracts and learn about program wide incentives so we can motivate families and engage in the program.

These are all concepts that I have put into a three-pronged approach.

To start off, I want to tell you you can download the materials that go along with this webinar. You can download the PowerPoint slides. There is an overview of the three-pronged approach. There is a sample GAN NT chart to figure out how to implement these strategies and then they build your own procedures worksheet.

This is to give you a taste and implementing or developing policies and procedures that will help you put these types of structures in place.

The structure is almost the most important part because that lets us know were doing what we said we would do.

You will notice that Jessica wrote that we are planning on doing three more webinars. A webinar for each of the three-pronged so we can go into the morgue depth of each of those prongs. So you can really begin to build those policy and procedures in your own program.

I want you to feel comfortable that you do not have to ask for slides, with but them up there. You're welcome to download those and print them out for your own use.

There might be a perfect world of incentives and sanctions. There might be. I don't know. Let's see what you guys think.

If there were a perfect structure for incentives and sanctions, what do you think it would that look like? If you could write in the chat, what type of incentives work best? If we had the perfect -- perfect world of incentives and sanctions. What would work best. Tell me what you think that would be. >> I will type some of the responses so you will have the visual age -- aids, --.

Gift cards, free or low-cost, my kids like food and gift cards. Curfew extensions, reduction of community service hours, days movement, candy, I saw one tailored for you so individualized, sport tickets, whatever the youth identify.

You guys know what you're talking about to give a great audience.

Judicial praise, incentives for parents. That is a great suggestion.

We have created quite a list. I remember when incentives list were the big thing. They really wanted a list.

We have a lot of folks doing brainstorming. A lot of people have great ideas about this. It really comes down to have us that actually work and how do we implemented that goes beyond giving out the subway gift card for clean UA. I think your three-pronged approach does, and helps people figure that out.

Is a great point. >> Less ask the second question if you can bring up that part. Let's go the other way. What is the best way to respond with the sanction? How do we respond that sanction if we have to put one in place? What is the best way to do that?

Restrictive, immediate. We have some experts here.

Immediate based on risk and need, court graduated and graduated intensely. Work small and work up to more unpleasant. I like the term unpleasant sanction.

Me to.

Individually targeted. Based on the treatment provider it's important to think about what the team -- you want to be working together and using all of that pieces of information from all team members.

Exactly.

Short duration, directly tied to behavior. These are all great. Let's move on to the last question.

What would happen if we were using the type of incentives that work best and the best way to handle the sanctions. What would happen in our perfect world?

[Inaudible].

That is true. If we had a perfect world, it would be giving back to the community and repairing harm.

Positive change, behavior change, --.

Good behavior.

Worked diligently towards them, compliance, reduce negative behavior, identify behavior change, all of this.

These people are experts.

You always say that. I think we all get it. Understanding what the outcome is for compliance or noncompliance and I think this is the tire -- entire reason we do for behavior changes because there's a natural consequence for behavior in those two things go together.

Thank you. That really gave them an overview of what is trending in chat. Thank you, participants, I think that's great.

When I first started thinking about that the -- three-pronged approach, I really think people are team members in the field understand the theory behind incentives and sanctions. It's just putting that part into practice.

Research and theory tells us, we use incentives and sanctions that are fair, consistent, immediate, individualized, and they meet a 4 to 1 ratio. But how easy is that? Is this easy?

If you could fill out that whole, how easy is it to do all those things?

There are a lot of nose and a few sometimes. It is not perfect all the time but sometimes we get a winning situation.

Individualizing incentives and sanctions, there's always a couple kids, there's an obvious way to motivate. Then there are other kids where that is not the case.

Right.

We know from the pole, it doesn't fill like it is easy to do. I know and Jessica knows from our training in the field, that this is what teams really struggle with. Just getting it in place. I think really, right now, there are two stages of how we thought about incentives and sanctions in juvenile drug Court. >> Incentives and sanctions 1.0. It is that list I was talking about. That list of possible incentives that we created in chat when we were brainstorming. The focus was on monetary incentives like gift cards. All the things we could give them.

And the punitive sanction grids and the misuse of detention. That is what I consider the first operating system of incentives and sanctions. Like our iPhones, that change constantly, we need to move forward and build in a new operating system for incentives and sanctions. I think that's where we are at right now.

When I go on to discuss three-pronged approach, you will see the difference in the operating systems. Incentives and sanctions 2.0, the focus is on really structured and measurable delivery of incentives and sanctions. You have a good policy and procedure and place to respond every single time.

An effort to increase those incentives, you want that 4 to 1 ratio. If you don't have a good structure in place where you are able to measure the delivery of incentives and sanctions, it is hard to know if you are

increasing your incentives. It's hard to know if you are reaching that 4:1 ratio.

The effort to reduce the misuse of detention. Maybe using detention in a way that we do not think it is effective anymore. Retaining why we should detain -- safety. Where using it may be to punish. We are moving away from that. The focus is now on this 2.0. We are moving away from that. The focus is now on this 2.0:1 individualizing and meaningful in providing meaningful incentives. We have the 1.0 but we have been growing as a field, learning more about adolescent development, what works in treatment with youths. Now we're going to move onto this incentives and sanctions 2.0. I think that is important.

Can I ask you to bring up a video? I think it will showcase how the rest of this webinar is going to feel. You might want to turn up your speaker so you can hear. It will come out your speakers. >>

[Video Playing] >> It is going to fill a little weird. Hopefully, we can get through the material and be able to answer some questions and if you have more questions, we can talk a lot about the big details of it in the later webinars, the one for each of the prongs.

The three prong approach and I think of this in three levels of the teams can complete a detailed structure to target all of these things and a really holistic way.

Putting together an individualized privilege reduction plan to gain compliance over a single behavior. A clean UA or dirty UA every single time.

The second prong using behavior contracts to rebuild -- reward and motivate positive behavior change in other areas such as school attendance, family connectedness, community involvement.

Program wide incentives to motivate families to engage in the program, uppercase movements, and promote a strength-based ---based atmosphere.

I will go over all of the prongs and more detail.

Think this might be why you are entering the twilight zone. Some things running through your mind during this presentation are these.

You will probably ask these. You want us to take away a cell phone or game system? We can't do that.

You want us to give things -- these kids something for doing what they should already be doing?!

You want to work with families but they don't want to work with us.

You haven't talked about sanctions at all, what the heck?

These are some statements and thoughts that may be running through your mind during this session. Hopefully, I will address all of them. If I don't, we will come back to them.

Let's get into it. The first prong which is the most valued privilege.

You will see when I go through each of the prongs, they get bigger. They start released small with a single behavior and then they start growing.

The first prong is a privilege that the use values and will work hard to earn. It is something the team and the family and the use will work together to determine what that privilege is, preferably family based.

In the most value privilege, which I will call MVP, is either given or taken away with each drug screen.

Can you pull up that video? I want to highlight what I mean about this. You will want to turn up your speakers so you can hear this. >>
[Video Playing]

I think it works very well with the most valued privilege and most of the three-pronged. What it highlights is we need to let kids have a choice in what motivates them. We need to talk to them about it. We need to get down to what is actually going to work with motivating this kid.

We know that if we are doing this and that rewards, we wanted to be a very clear and simple path. If you work with youth and family, figure out what motivates this kid, you have a clear and simple path that you can start using to get what you want. That is clean UAs. You want to make sure you have really good drug testing procedures in place, but this is what you will move forward with. It is basically continued -- contingency management Inc.

I got it from this book, cited here, contingency management for adolescent substance abuse: a practitioner's guide by Scott W Panko -- and get Gore --. I purchased it from Amazon.com. It gives actual scripts that you can use to develop a reward menu and do an inventory with youth to figure out what is going on to motivate them.

Contingency management simply incorporates a relatively comprehensive framework and attenuating the negative effects of substance use risk factors while building protective factors such as social skills, family involvement, and context with pro-socially peers.

When you get that book, and I hope that you do, it gives a clear idea of what this means. Basically, every time you get a dirty UA from a kid and you have developed a most value privilege with that use, you simply take away that privilege. You return it when they provide you with you want which is a clean UA. It is either given or taken away every time you get a clean or dirty UA. The response is very simple and clear. For the youth, the family, the court to be on.

So you can get the behavior that you want. Why do I think JVC said implement this? There-based cognitive behavior therapy which is six -- proven to work. It can be easily adapted in a juvenile drug Court. I

think this is the court's therapeutic response. We know that treatment providers have a response to dirty UAs and clean UAs.

They will engage that used in treatment and talking about the way to use, and how to use, what they use. But the court has to respond as well. Most often what I have seen, there is in a really happy medium and how they respond. Most of the time they might be thinking mitigating circumstances .

Was the use honest, did they have a flat tire and couldn't get to drug testing. All of these circumstances that come into play for drug testing. It makes it very difficult to respond in every court staffing that I observed, this is what teams talk about the most. They are in staffing, the kid was dirty, they don't know how to respond, not sure what to do. They know they have to in some way and what typically happens, the big three. An essay community service or detention.

Maybe all of those big three sanctions going to be very effective in getting what you want from that use which is a clean UA. These are some of the reasons I think we should put this in place. There was also a study on six drug courts. There were positive results in this. It is a therapeutic way for teens to build in a response system for clean or dirty UAs.

These are the practical reasons I was talking about. I think there are therapeutic reasons that work very well and then practical reasons from court which I think is the most important.

It is hard to do your job, it provides a response to a dirty UA that is fair and consistent. It just happens every single time.

It decreases those linking discussions and pre-court staffing because you've Artie thought about the response. Yuri thought about what would happen. Disgraces the discussion of the mitigating factors such as product.

It also helps you track incentives and sanctions that correspond with clean or dirty UAs. It is just one more measure that the team can be looking at.

With this, you will have things that you need to consider. The team will have to because you're not just going to implement this most value privilege and everything is rosy. That is not the thing that we are going to experience with the youth we are working with.

Teams will have to think about and discuss how many times they were go back to the drawing board so to speak. The team, family, and use, to develop their most valued privilege and it is not working, how many times when you go back and readjust that privilege. Two, three, four times? This provides you with some objective measures to actually count before you insert a graduated response so you can get that response we were thinking of.

I noticed a lot of things are going on in chat.

Let me tell you first about a question we just had. Somebody asked about marijuana, if the young person has been using marijuana. Do you give back the most valued privilege of their level goes down. We talked a little in chat about the best practice for drug testing, the scientist telling us not to use levels, it's a binary, clean or dirty.

I thought you could talk a little about when we start to implement the most valued -- privilege. It doesn't start on day one?

When youth comes in to drug court, they are probably in a phase that we might generally call orientation. Maybe this phase last 30 days, maybe it's not time. Maybe the team has decided there's just a checklist they have to do and phase want to move to phase 2. Probably at that time, you will introduce drug testing to the use picture really going to focus on that period of time on getting them used to the schedule. Maybe there's a call-in number that they have to do. Where is the drug testing center or do they have to come to court. They have to get used to this new procedures of drug testing 2 to 3 times a week and random times or random test. So we had that good drug testing procedure in place.

When they come in, are going to focus on getting them used to that. Once we get them used to that, they have been assessed, they've done youth inventory

and work with youth and family. We've gotten to know them. We can figure out what the most value privilege is.

So maybe in phase 2 we will put in place most valued privilege. We've Artie been working with the use, we've given them tools. Cousin phase 1, sanctioning for clean UA is probably not the best practice because we want to build in some success. We want to get them to know what's going on in our program. Those are the types of things we would do before we implemented our most value privilege.

The other thing we should think about is which grading scale are you going to use. Does everybody start from a zero and will earn their way up to 100, or do you want everybody to started 100 and lose points.

With the most valued privilege, as soon as a person test clean, you can start the most valued privilege. They start out with their privilege. It is only if they make a mistake did they lose it set of one there still testing dirty and have to take it back.

That is a good point. You want to make sure they have the success. If the behavior happens, then you remove that privilege. That is where you will get the most bang for your buck. It has to be a privilege that there can essay, I have to do this to get it back. They're going to have to want it back. That is the book with the most valued privilege. Another reason to start with a clean test is you don't have to start that long if they test dirty to get to a clean test. I know we had a conversation about how long marijuana would stay in your system and all of those things.

If you have a clean test it will be a week or less before you will have another clean test after that.

We had somebody who suggested a creative most value privilege that they found that the most echo women and their program.

For some of the girls, they take away makeup or their hair tools. The straightener of the current nine. And they have to work with the girl in the family to identify with that. For a girl those are important things. I understand the importance of makeup. I know it's not every teenage girl that feels that way, but for every girl that is important to that's a great idea.

That reminds me of that story that LaTanya tells about the shoes. For the most valued privilege. We work with LaTanya -- what's her name -- .

Harris. We work with her quite a bit. She is from Lucas County, Toledo, Ohio. She tells a story about working with a kid and the most valued privilege was a pair shoes. You can get creative. You're really getting down to what is most going to work for that child. The trick is to be very consistent with taking away that privilege and getting it back.

One more question that come up in chat I want you to address and then we committed to the next segment. What do you do if parents really aren't on board?

I think -- I will go to engagement first. My thought process is if we are bringing parents on board as an actual team member and we're sitting down with them, because when you go to the script that is actually in the book, you are doing this together. You are figuring that out, you're getting by and why you're doing this. You want to get them on board. That is why I reckon on keeping it very clear and simple. Do not muddy up the privilege with scenarios. It is this and that Eric

Don't get really hung up on the traditional family. Give were finding a caring adult to figure it out. But you're going to try to maneuver that is best you can. If there is absolutely no parent, you will have to work that out with the kids. But that is a lot a kid for the probation officer in case management. You will have to go down there and immediately take whatever that is away. That first step should always begin with engagement and hopefully that sort of begins to give the family the awareness that they are part of the team.

That is the first prong, most value privilege. Were just dealing with one single behavior.

The second time gets bigger. We grow as we go through the prongs. This is talking about behavior contracts. This is detailed in the contingency management book as well. Great you can put behavior contracts in place to target other behaviors, like school attendance. It provides a step-by-step process for the kids and family to follow. It gets them working towards things they are interested in.

You may also be able to use it as an increased response for noncompliance. Let's go into more detail about behavioral contracts.

This is a sample of one. It is one we mockup on-site TA training we do for incentives or sanctions.

Is really spelled out for the youth. There is a goal, objectives and tasks. We listed the incentives. We spell out what happens for noncompliance. We inserted a sanction if there is noncompliance. And we talk about support services and actually achieving that goal. >>, Point out that the goal is very proximal. It is not distal, meaning improved grades or something so big that it would take a month or so to complete. Keep these pretty small so the length of time they will get done is maybe a week or the inner before they have to come back to see the judge. So in this example, we have that the youth is going to finish three lessons and their English recovery class. We want them to do it for the next court hearing which is a week away. And then we go through, you would be doing this with the youth and family and probably the case manager, probation officer, and treatment provider if the treatment provider was doing it. That would be something the team determined.

We would be asking them, how long does each lesson take. How much time will it take to complete them. If we ask how long to complete one, it takes an hour and a half, then you will add all those up and say this is how much time. When do you want to do it? Do you want to do it after school all on the weekend? Let's think about this. Carry you going to get this done. When you come into court the judge is going to say hey, it looks like you were supposed to complete three recovery classes, did you?

The youth will be able to say yes or no. Yes, because here's my contract and all done. Or no I didn't for whatever reason. Now we have a actual objective thing we can measure and look at. Deeper thinking about incentives, of course we can praise them, recognize them, if you're using a point level rewards are token system -- I'll talk about later -- you can give them points.

The natural incentive is getting closer to completing the course. You will see that was done sort of on the front end. So it is very clear. They know what the incentive will be and they know what noncompliance means. It means that it use my time wisely so it looks like I will have to have a curfew reduction because I kept goofing around so I have to spend more time at home so I can get these credit recovery classes done.

So it sort of connected. So the support services are really to help the use complete the goal and not used as a sanction.

Sometimes I've seen courts as a sanction and tutoring services as a sanction. That's a help. Were going to help the youth figure out how to complete that goal.

So you can think his behavior contracts as a way to set up proximal goals to complete a distal goal that is identified in their case plan which is based off of an assessment that has been done.

Your time this all together and individualizing it. All the kids will probably be doing the same process, but the function of it will force the team to be individualized. So it is -- they are working on the one goal that is just for them. Sure, maybe every kid has this proximal goal -- distal goal to improve grades or goal connectedness. But we can insert some proximal goals to help achieve that. Otherwise known as objectives.

So when we're doing objectives were reaching a goal.

That's a basic overview of a really structured use contract that I think teams can work with.

What I love about them, they are paper, you can count them. You can count how many they completed and how many they didn't complete. Its objective. Based on how many they have completed, it is progress towards a goal. It's progress of moving towards a phase, completing a treatment program so you can see objective measures. Another way you might want to use a use contract is as an increased response.

I do not recommend mixing the two, so you either decide our youth contracts are just what we have in place to help kids meet distal goals. So we pass out objectives for them. Are you have used contracts because when they're on a youth contracts, you stepped up your response.

May be of use continues to violate her role and despite privileges being taken away it's not working. Maybe you put in a use contractor behavior contract to motivate them to follow this rule.

The youth and family are asked for input of what motivates them. The youth is asked in court to report on this contract.

This helps you build that graduated approach. You started with engagement, you've taken away a privilege and you increased your response with the youth contract. I think you can use contracts in a couple different ways. As a graduated process, as a way to count that graduated process or a way to count progress for use. But most importantly, this is very objective way for the team, use, family, team providers, probation officers to figure out exactly what is going on.

I noticed there's a lot of stuff going on in chat again.

There absolutely is. But it is all about parent engagement. And how do we get the parents to be on the board. We haven't really talked about behavior contracts. So I will let everybody know that the campaign for youth justice has a great book called families come first that has good strategies for how to engage with parents.

You can take a route where parents aren't compliant, it's a jurisdiction a judge can hold them in contempt of court. You can get judges to do things that way.

But we want them to become a partner with us in the process. I would ask -- suggest checking out the justice of youth resources. We did some webinars on the family comes first webinar. We are doing a revamp but they will be on their same. If you would like to receive a copy, you can email us and ask us and you can watch those three webinars on how to engage with families and make them up partner in your process.

I would say, don't let it be a barrier. Ask what the parents can do, what they are willing to do.

If you can't get them completely engaged in the process, you are still there to help the youth. Hopefully we can find a caring adult to help the youth or we can rely on the really -- resiliency of the used to be able to do it. The trick, I think, is to be very clear and have a structure and process that they can follow. If it is a little wishy-washy, if it's not very clear, that becomes very hard to navigate the system. I think my response would be to shut down.

Even if you are incentivizing to get them to engage in do something, maybe it isn't very clear. Maybe it isn't very consistent. Maybe it isn't perceived as being fair. If you can take care of those things with good structure and measure that undo quality improvement on it, I think you will be in a better place to figure out what actually works with your family. It doesn't have to be 100%. You can think about it in different levels of engagement.

Right? >> Absolutely.

That was the second prong. Behavior contracts.

I think they are a great way, objectively measure what type of progress we are getting to do on any sort of goals or objectives we are having them work on.

Now were going into the third prong. The third and final. Program wide incentives.

When we did the first poll asking whether or not anybody knew about program wide incentives, there was a lot of nose in that one. But I would said you probably didn't know.

Some examples are a rocket docket where you motivate using families on a weekly basis on early out. After doing well you put them on the front of the docket, they get to quickly check in with the judge and team and hightail it out of there. It's a nice incentive for youth and families and free as well.

Positive peer to peer or point system reward system are took -- token reward system. Also a couple examples of the first two and then I will go into great detail about the point level reward system.

The rocket docket, if any of you have seen this, some teams will call it the 100% club where they have certain criteria that the youth have to meet. If they mean it, they put it under a big white border screen in their room. These people get to go first and leave early for work if you make it visual, it promotes a happier atmosphere.

Positive peer to peer reinforcement. This is a program that was developed by the El Paso County juvenile drug Court in Texas. They used this, it is pretty simple. It's easy to implement. They take some mason jar, a bag of marbles.

Every time they use comes to court and test clean, they put a marble in the jar. Once the jars full, the team buys the use of a pizza party.

Don't get too hung up on the particulars, it is simple. If everyone is clean, marble. If not not. It's a simple way to have one added little thing. It doesn't cost a lot of money, or time, it's just a simple way to promote this atmosphere in court that is a little more positive than probably what the youth and family and probably even the JVC team issues to.

That is just one example of putting things in place.

The point level reward system are token of economy which are going to go into detail -- we have data coming out of Albuquerque New Mexico. Lindsay Lucero -- when I'm presenting on his her framework that Albuquerque juvenile drug Court.

She went to town creating a point level reward system. She really thought about it -- it was a very thoughtful process has to put together. I think JVC's can actually think of themselves that is -- institutional setting with the micro economy, attach value to things, better otherwise not valuable at all. Certainly not the youth working with.

A couple things I think it does, again you will hear me say, it gives us a chance to effectively measure where the youth is at in the process. How many tokens or points have they used. And everything we are doing now, we are asking people to measure, measure, measure. What is objective and what can we measure and count. This is a way, point level reward system is to codify a specific word system -- award system to things you want them to do. It's a different way of thinking about it. Before we were thinking of control and accountability and if you don't do this, then you will be in trouble.

We are thinking this way. I want you to do this so I'm going to give you this to do it.

A lot of things you will have to think about our determining what these tasks are and what they are worth. That's what this coordinator and Albuquerque did. Spent a lot of times being thoughtful about a point level reward system and a juvenile drug Court and how she could weave it into her whole program.

This is what she thought about.

Youth can earn points to standard things that she wanted them to do. She attached value to these things.

They can earn points for attending therapy and participating. Attending school with no absences and checking in every day. -- Everyday. Check in with probation officers.

It is worth two points.

What was brilliant was that she attached a level of choice here. They can earn four points for attend therapy, attend school, or they can earn partial points. So they show up at don't participate. There can attend school but maybe they were absent. They're not coming check in every day that most of the time they did. And this is what it means when you earn zero point. So she defined every point. They could make an actual decision on how they wanted to engage. So the brilliant part is the choice attaching value, attaching a framework that she can count.

Now she can count how they are doing. If they are actively participating it is almost necessarily means they are achieving some sort of goals that have been set up for them.

They are using points to promote prosocial activities.

She actually attached points prosocial activities.

She thought about it in two ways. She had a ton of community service built up. She had two problems. It was difficult to find people in the community to completed.

There's thing she wants them to do -- the team wants them to do anyway. So she attached value to it. This is just a quick sample what she's done.

The materials that are attached to the webinar, the overview provides her whole framework. It is long so kids have a lot of choice. Have a family dinner, keep a planner of appointments and assignments. Keep it daily Journal, explore alternative education programs. They can either use the points for community service or earn bonus points to add to their bank of points. The kids in this program literally have a checking account of points. They have their bank of points that they have to keep track of. When they are spending the points, they have to write it check for what they're buying with their points. She has made a micro economy here. --.

I wanted to chime in. Hancock County in Mississippi did something cool with these sort of extra activities. We always have these approved activities what we want kids to do. I see lots of courts with kids want them to keep a journal or something like church and attend church. What Hancock County did they had a number of bonus points they had earned. They gave them a list of literally 40 different options on how to earn

points. They have all of those program activities and the things she would like kids to do were so many kids are requiring it and it's hard for the kids could done for their writing the essay in the back of the courtroom so they can complete the requirement.

It was a great way to do some of those things without making it contingent on progress. It became an extra.

I think that is fantastic. So many times, and I know we have the bread policy and procedure manuals, the list of requirements that youth have to do. We have agreed we are setting used up for failure. We can sort a flip the switch because we know we want them to do it, but in the past we were focused on accountability and control. We were saying you must to do this because it has become a requirement. If you don't a punishment comes in. We should be flipping that switch and incentivizing them to do these things that we want to get them to do. Adding an attaching that value, creating a micro economy is a great way to do that. This slide shows what they can purchase with their own points.

Take credit for one hour of community service, extend their curfew, a \$10 gift card that they can still purchase.

What I really loved about this approach, there were actually guidelines, most like credit ratings. If you wanted to purchase -- if you wanted to extend your curfew and spend 10 points and you had it, there was a guideline that you had to be checking in and not be on house arrest and have a curfew violence in the past two weeks. You had to continually do good to get better.

It is all connected into achieving that positive behavior that we want.

D'Amico back here real quick. We do have some lovely data from New Mexico. I want to check in about the chat. Does anyone have questions?

We are having a great conversation. Travis County Texas, they have been putting together their point system, they did it in Excel so it adds up the points for them which is a smart way to use technology. She said that to me so we can look at it and that could be something we eventually share with everybody on the webinar. That is one of the things I want to let everybody know, if you are doing cool stuff, let us know. We would like to look at what you are doing and see if we can get data from you. Then we could be receipt back over showing your story. We are all in this together. We can't change practice unless we know what practice or best practice is. Courts to do that. The next thing is a question from Robin.

She was asking about completing the program and using points as part of graduation. I know you're going to talk about that in a minute. I just know -- wanted to let folks know that we will talk about that.

Angela asked about this program. New Mexico is sitting at about 30 kids. Their capacity is 30. I think they might be over the last time I checked in with them -- around 33.

So this is some of the data that Lindsay was collecting. I want to talk about the thing that sparked this.

They are part of the NCJFCJ
juvenile

collaboratives and receive a lot of training and technical assistance. But what they did first before we even went out to do an initial site visit, they took a look at their data. There were two things they were looking at. They were looking at how they were using detention. They are a Jedi site, so everybody in the jurisdiction was trying to reduce their detention except juvenile court. It was not reducing the use of detention and they had a pretty punitive sanction grid in place. If you had gotten up to four dirty UAs, you were spending about eight days in detention. It was graduated, but it was quite punitive. They knew they wanted to reduce that. They had to. >> That is what was coming down on high. You have to reduce this use of detention. But they also wanted to increase the amount of incentives that they were giving. Two things they had to do was begin tracking incentives. Because they were not tracking that. -- I'm wrong.

They had to begin really focusing on to focus more on incentives. Remember incentives and sanctions 2.0 the focus is shifting. How can we increase incentives to reach that 4 to 1 ratio. This is what prompted them to put this in place. It took them probably eight months to get this completely in place. Once they did, you could see from the data, they almost double the amount of incentives given out each month from 2013 to 2015.

What is planning, the next bullet point is they reduced their average cost of incentives by three dollars. So they doubled the amount of sanctions but reduce their average costs. Because what Lindsay is finding, because she's looking at what motivates these kids, it is the points.

When they are looking at what they can get for rewards, they choose points. They want extra points, bonus points, because that's what it means. There collecting these points because they are so connect did to how they move through the phases.

How they perceive -- how that value is attached to things. There actually spending less money on incentives because most of the incentives they are giving our free. In fact, 78% of the incentives that they gave out in 2015 cost five dollars or left. 54% of those were free.

She is keeping an eye on it. They do have funding for incentives but how powerful is this message when you can go to stakeholder group, a state agency to get funding for big ticket items that you want for your program where you can say were really using our incentives wisely. This is sustainable. We can keep this going because we are being very thoughtful about how we use our incentives and the program.

Connecting the dots are important to the three-pronged approach. When you're putting the three prongs together, you are wanting to think about it as a way to really create an overarching reward system, micro economy, however you want to say it. You want to tie all these things together so they begin to make a lot of sense. So you can track them more effectively. Some things you might want to consider, if you have a point level reward system, did you do maximum points of the week get it on a rocket docket. So you connected the two dots.

Prosocial activities to get bonus points, can they be planned out in a use contract. Connect the dot. Number of MVPs earned in a row can earn up to a blank amount of points. You can connect the dots to make it a seamless process.

Another way is using points to phase up. This is in Albuquerque, what they've been doing. This is why it is so valuable for the youth to have this micro economy because they can get out of the system. Right?

The main thing they want to do is graduate. When I have been on site and observed, that's the thing I observed that youth and families have the most frustration with. They might not even know what phase they are in. They don't know when they're going graduate, they don't know when they would get into phase 12 or three. If you can make this very tangible for them, the process by which they can count, it becomes easier. In phase 2, you need 50 points, 70 points, 70 points, 40 points. Albuquerque was thoughtful about this also, think about how many times they would have to earn this many points every week. >> So she is thinking about how long she wants them to stay in the program. But it makes it very clear and consistent goal. I need 50 points I can do that. Can you sit down and write a check to sit down to get out of phase 2. I just want up and out, there are other goals for the phases. They have to reach the other goals -- goals plus meet the points. But as they reach the goals their earning point so it balances out. It's kind of equal when you go down. >> That is how Albuquerque connected its dots.

That is the three-pronged approach. We think about a single reduction for a single behavior. Want a clean UA and I want to give you a privilege for giving it to me. If you don't I will take away that privilege. The second problem. Using behavior contracts to really task out what we want these kids to do. To plan for reaching proximal go in school connectedness, family or community involvement. For thinking really concrete about that. We are taking out of the abstract and putting it on paper and think about and plan a process in which they will achieve a goal.

Program wide incentives, the third song for were actually being in -- elaborate might not be the right word, but maybe it is. Just this whole process in place for over putting everything together to put in this drink based atmosphere. I think this really flips the switch on how we were thinking about, if you don't do this I have to punish you.

Instead thinking I want you to do this so how can I engage you to do this. Because I really want you to do it. That is how you sort of think about the three-pronged approach.

Let's see, can you bring up hopeful for me? I am interested to see if I changed anybody mind if they were going to the session today and thinking these thoughts that are appear on the screen.

I want to know if I changed your mind. That answer these questions? After viewing the webinar today, I understand that incentives are more important than sanctions to change behavior. What do you think? >> While people are answering the poll, want to make a comment about using points for phasing. I typed this into the chat, one of the things you and I seem only go out and visit all the courts that we do, if you actually look at the length of time kids spend in the phase in a program, it is always longer than what the court thinks it is going to be. So phase 1 last 30 days but most kids don't finish in 30 days. Are there in for 30 days or 60 days. For those kids it can be demoralizing if it's time down like that. So the idea for points for phasing means it's in their hands. If you want to get done with phase 1, you have to earn the points so that means you have to go to school. It makes a concrete and easy for them to see how they can meet your expectations. Only interview families, we hear from them they don't know what they're supposed to do. And it sometimes feels like a moving target.

I totally agree. That is one of the things were finding out in the learning collaborative, most of the youth are staying in much longer, up to 50% and each phase. And those are benchmarks we should try to reach. It won't be perfect but we do have a timeframe on there for a reason. I think the points, give it a much more concrete feeling to moving in the phases. The last bowl is gone, but we didn't get anybody saying we did not agree.

I'm very surprised.

I'm happy about that. >> After viewing the webinar, I think I can reward kids for what they are supposed to be doing anyway. What do you guys think about that? >> We have a lot of agrees, some agrees. Not that I need to change everyone's minds. I welcome everyone to join in the webinar where we go into each of the punks in more detail. This is a very fast pace webinar and complex topics. Talking about several different things. Most of you are wondering how would I even implement that I don't understand.

We do have tools that will help people implement these processes.

I want to make a note for people that didn't hear the beginning because of our sound difficulties. This is the first part of our series on this and that were going to be spending our next three webinars going into more depth about each product. It's been put up there now. If you want to know more about the most value privilege and what we really mean and really engage parents in that process, join us for that webinar.

If you're interested in the behavior contract and how it works, can you do to contracts at a time, and all those logistics. Join us for that one.

If you're interested in learning about this point level reward system, you can join us for that webinar. For that webinar, we will probably have Lindsay on with this so she can answer more practical questions on how the points work for their team.

If you're interested in all three, then you should sign up for all three.

Thank you. I think the next three webinars will be really practical. A lot of going through exactly how you would put these procedures in place.

With that, we are coming to a close. This recommended reading gives the exact titles of the contingency management book I mentioned., Borrowed liberty from but I cited it to the webinar.

When I read that book, that's when my bulbs really started going off for me. When I think about incentivizing for youth. Contingency management -- management for adolescent substance abuse: a practice -- practitioner's guide. It was a therapeutic approach for centralizing for kids.

With that, I would like to thank you very much for participating. For writing so much in chat. I can see it flying. I would like to thank Jessica for monitoring that and catching everybody's questions and comments. It is great to be on a webinar will be can fill so connect and just being 1 million different places. That is great. Thank you for managing the other side pulling up the videos in all the polls and making it very interesting.

I've seen a couple of folks ask about signing up for the next three webinar, that will be coming out soon. We don't have the registration link up yet. You got a sneak preview. Watch your emails for that information.

We will be announcing it alterable times. I don't think you'll miss it.

All of the webinars will eventually be posted on our website at www.ncjfcj.org.

Thank you everybody. We do have a little evaluation we will ask everyone to complete when the webinar ends. Hopefully it will pop up on your screen.

[Event concluded]