

Please stand by for realtime captions.

>> Hello I want to welcome everyone. We will be getting started in about three minutes . >> Hello I want to welcome everyone.

>> Good morning or afternoon depending on where you're at it I would like to welcome you to her third and final webinar in our expanded three-pronged approach series. Today's webinar is entitled Using Program-Wide Incentives to Create a Positive Atmosphere. I am Jessica Pierce. I will be your host today. Before we get started I want to run over the Adobe connect tools. Before I do that I want to let you know that the points of view that are expressed are those of the presenter. They do not rabbit -- they do not necessarily represent the office of National Council of Juvenile and Family Court Judges. I want to find out who is with us today. If you could, look for the icon of the person with a hand raised. If you're watching as a group selected checkmark . If you're watching as an individual, raise your hand. If you're watching as a group if you could will write into how many are in your group today.

We have a pretty good mix of groups and individuals. Thank you everyone. I am going to go ahead and turn things over to our presenter. Tonight -- today we have Wendy Schiller and Bernalillo County. I will go ahead and let them introduce themselves.

Tanks Jessica. Hello everyone this is Wendy Schiller. I work with Jessica Pearce at the National Council of Juvenile and Family Court Judges. This is a picture of me. I am in the center there with all of my four children. My grown children, which surprises many people. The little guy on top of my son, is my very first grandbaby . So I just wanted to share a little bit of myself with you before I get started. I have been working at National Council of Juvenile and Family Court Judges since 2003. And specifically, working with Juvenile Drug Court Information Center since 2007 . For a few years now I have been particularly obsessed with incentives and sanctions and developing very practical approaches for Jennifer -- juvenile court teams to use. I have a partner in crime with me today Lindsey Lucero. I let her introduce herself today. She is in our learning collaborative course and has developed much the same works that were going over today.

High I am Lindsey Lucero. Welcome everyone were glad to have you with us today. This picture sends up my personality. I'm a big story wars fan. I love to run. I thought this would be a good picture to share with you guys to introduce myself. I started in the probation what is probation officer. I worked as a probation officer for about four years. Then I was a juvenile probation supervisor for about three years. I have been working in Albuquerque the juvenile drug Court for about three years now. My background.

We are currently working with the national Council as one of their learning site collaboratives. On what you're going to see today we have implemented about in our current program and I'm here to share what is working, what we struggled with, and how you can implement it in your own port.

Thanks Lindsay. It is so good to have you on. Everybody has been joining these webinars over the last few weeks. I have to say they might be getting sick of my voice. I am glad to have a partner today. >> I would like to find out who has been joining us over the last three weeks. I really just want to know did you attend the first three-pronged approach webinar that just went over every single prong briefly?

Jessica has put a poll up here . Go ahead and put a yes or no vote in. Let me know if you were on that first webinar.

It looks like most everybody. A larger portion were on the first webinar. We do have that webinar recorded. So if you did not care to listen to it, you can go back and listen to that recording. The first webinar really does touches base on all the three prongs. N/A we did separate webinars for each of the prongs. The first prong the most value privilege, the second prong using youth contracts and now we are on the third prong. Using program wide incentives. We are coming to the end like just said. I think this is going to be a really fun one. Because this prong is the place where Juvenile Drug Court Information Center teams can be innovative as they want to be. Taking think of how they want to create a positive atmosphere in their program, in the courtroom, wherever they want when they are working with kids. Just to in -- insert make way more incentives and you probably are. And then create the really strength-based positive attitude. It really

-- if you're on the first webinar and were thinking of the perfect 12 incentives and sanctions, where during the correct way what with that perfect world look like? We talked about what incentives would work best? What sanctions? And what would happen if we did this correctly to achieve that perfect world. I think program wide incentives are a big piece of that . Because they create such a positive atmosphere. Because it helps you develop a really structured approach and a great way to begin counting your incentives. So you can reach out for to one ratio. If you remember were thinking of behavior change. We sort of know that they need to be fair, immediate, consisting, individualized and they also need to read that 4-1 ratio. So for two -- we decided that that is a really hard thing to do. All these things tell us from research that this is how we can get some behavior change. These are hard that the dashes are the harder things to do. One of the hardest is actually getting to that 4-1 ratio.

One of the problems with that, is just thinking about how we were going to count incentives. What incentives you were going to count for what behavior, what sanctions are you an account , how are you going to find out if you're actually even close to this?

To take a look at just recently was working with the GDC that daft Juvenile Drug Court Information Center team . I looked at some data and try to figure out where they were at . There are averages were to sanctions to everyone incentives. And they said this is our best gas. We don't think that is counting everything but we think that is what has happening. Just to chat I would like you to say. I have three questions here. What can we infer from this data. To sanctions to everyone incentives. What we think that means? >> Wendy I think the point about

how we count things is really important because I think probably courts might be more incentivizing than we think. But they may be counting things that they don't consider incentives. Like the removal of a sanction. But that becomes an incentive event comes in late curfew.

Exactly.

We have a bunch of people. Some programs may not be capturing incentives because they are not tangible. >> Mary Beth says there is not enough variety. Brooks says this data reminds her of her court better at tracking sanctions.

They are only tracking tangible reward so they might not be capturing everything.

And sanctions are easier to capture. >> That is much more immediate and concrete to the court. >> The second bullet point. The second question. Do we think it is positive or negative data?

What do you think, Lindsay. Do you think this is positive or negative question mark

I think this is a good starting point for this court to really look at where their incentives is. Kind of like what you said on the probation side, we do a real good job of documenting things and making sure that a big kid is responding negatively against a court order, we do a good job of power respond to that. Making sure the safety of the community. On the flip side of that we don't really give ourselves credit for the a lot of the stuff that we are doing. So this data can also be positive because it can challenge the court to really sit down and think about all the different ways that they are incentivizing. And all the different ways that they can incentivize to maximize whatever incentive program have in place. >>) -- Right. That is exactly what we have seen. Value neutral. It is what you do with that information. That makes it usually a force for good or positive.

Right. I love lives, because negative is used to make is not used make changes. One decision would be our recapturing it? Is this reliable data come -- are we capturing everything. We could begin the process of counting. Figuring out where you are at.

It is a benchmark. It is your baseline to create a benchmark. Thank you everyone for your comments.

Let me just get you to write in chat again.

Take a guess what do you think your quartz ratio as? Just gas.

3-1. Make sure to know whether it is three sanctions to one incentive for free -- or three incentives to one sanction. >> Brooke is saying three sanctions or three incentives to one sanction.

Judge Jackson is chiming in with one incentive to three section -- free sex three sanctions. >> I think it depends on the week. I will ask you a poll question. Do you have reliable data to actually get your action. Reflection? If you're to leave this webinar today, could you go to your databases and actually find out what your accurate number was? >>

[Indiscernible] . >> That seems like it could be the answer to so many things. >> A little bit more say no. You don't know if you could actually get a reliable number. They are saying for the last 6 to 8 months. Maybe you just started this process. You are going to begin working on that . I congratulate you for that because that is where you need to start. You need to ask your question. Do we have reliable data on this? It is yes or no. And then know. You know where to start. You're going to begin correcting that data and begin working on that. Every 60 days. Every 90 days. Begin looking at that in multiple ways. Well thank you for answering that.

This is what we are here to do. Talk about all the practical ways we can implement the three-pronged approach. I mentioned the most valued privilege, the youth contracts, now program wide incentives. But in every one of those webinars, and every time I talk about Juvenile Drug Court Information Center teens I see you have to be again by writing really good procedures. And then correcting that data and doing continuous quality improvement on that. That is the very first place to start. Because if we don't force ourselves to do these things by implementing a three-pronged approach and then monitoring what we are doing, you'll slip back into his old ways. The old ways is really, you're going to find that you are probably delivering more sanctions than incentives. Because that is just really the culture of juvenile justice at large. Much of that is changing right now. This is why we're going through this process. So it is important to think about that.

It is important to think about how we can make this actually fun. It doesn't have to be awful. I want to share this video with you. I think maybe most of you have seen it. The fun theory. Jeff is going to put it up here from Daft just is going to put it up here on YouTube. Get ready for the sound to come up from your computer. Yet your speakers if you haven't done that. >> [Video TheFunTheory being shown] >>

The fun theory.

I think that we could connect that to what we are doing with program wide incentives. We are really thinking about what other things that we can implement to make life a little bit more fun for the families and youth coming in. Although this is a courtroom, it doesn't have to be an awful experience. They can learn and enjoy what is going on so to speak . As much as they can. As much as the court can. Some examples of program wide incentives. I'm going to go in to quite a few of them in more detail. And then I'm going to have Lindsay take over and talk about the point level reward system that New Mexico team created. Because it is so comprehensive and interesting to look at and what they have done there, I wanted her to go into great detail about that. I am going to a little bit of detail at some of the other things. A rocket docket when you're motivating youth and families on a weekly basis with an early out. Some positive peer to peer reinforcement. Point level reward system. I don't know of any of you have seen a rocket docket. Some courts them called them the 100% club. Where any kids who met certain criteria, whatever criteria the team has deemed worthy enough. All that criteria for the week. They get to go first and leave early. Fast tracking. Thank you Anna. This rocket docket. Some of the tricks are you really want to make it visual . This should be a thing. You either have a white board where you're calling the people out. Or

your using a flip chart. This is a picture of a flip chart. You are doing something to make it a very visual thing. I recommend tracking at how many kids get onto the rocket docket? In a row #cannulae add another layer to it? If they get four weeks in a row, can they get a bigger incentive. If you're connecting it and institutionalizing it . It is really important to have that visual component for the youth and families. But that visual component will also help the team institutionalize this process. So that it becomes a part of your culture. That is the most important thing with program wide incentives. Make this a part of your culture.

A fishbowl. Lindsay, your team is doing something like this too. What I like about it is that your team is catching youth doing something right. Can you explain how you do your fishbowl?

Sure when day. We do fishbowl nominations during the week anytime a youth gets caught doing anything right. A parent that nominates a youth, for really doing yeah well with a younger sibling. Or therapist nominating you for doing well in therapy. Or could be the school for nominating youth for really putting in work of the school. It could be the youth a lot a Press Secretary notices that one of the kids has a question about their work and one of the used steps up and help them. So anybody can nominating youth during the week for anything that they have been caught doing something right. That is how we start Eric. We started with a fishbowl nomination. We haven't kids stand up and read what they are nominated for. We put their name and the fish ball and a week draw from small medium large. We take we -- each designation of prize has a list of things that they can choose from. That was an idea that we got from the kids when we were trying to set up errands at the program. We are and some -- were asking what type of incentives they want. We want to be able to take. The list of prizes that they can choose from when they win that price we again announce what they were nominated for. And then we will let them choose what price they want for the week.

Right. I know when I was there Lindsay observing your court one of the young man who was nominated was nominated because a team member caught him in the lobby helping another use fix his tie. I thought that was really cool. I love the extra layer . They get nominated for doing something right. It is all that little stuff that you give praise for. Say thank you. You have made it something tangible that the team can count. And I think that is important. That is it great example of a program wide incentive. That really sets the tone for a court and makes it that positive place to be. To come. To be recognized for things that they normally don't get recognized for.

Another example of a program wide incentive is a three for three program. I observed a court in St. Croix were Wisconsin doing this. What they did was they incentivize three things that they wanted they used to do. One was to pass all their UAs. Meaning they had all negative UAs. To meet if they needed to bring their workbook with them or their notebook. And three they needed to make all of there appointments and contacts with your case manager. And if they had made -- if they connect this with a fishbowl if they had made all these three , the

three for three, then their name got placed into the fishbowl. What this team did was held a drawing every two weeks. The more times you are in the fishbowl, the more likely you're going to get that raffle drawing. So it was a way to incentivize board doing the things they wanted them to do. It is an costly because part of the incentive was just getting your name inside the fishbowl. And they were drawing out that a great incentive through drawings. I thought that was a really good take on incorporating a fishbowl. And then thinking about these are standard themes and requirements that we wanted to get the kids to do. They attach some value to it by saying if you do all these three you're going to win. >> And this positive peer to peer example comes from a juvenile drug Court team in El Paso Texas.

Their program wide incentive is basically to have an eight empty - have an empty mason jar sitting in the courtroom. Every time the kids have get once the mason jar is completely full, they have a pizza party. I just had the probation officer from the El Paso team here yesterday for a different meeting. I was asking him about the marble jar and the success of it. He said it was really cool. You have already had to pizza parties. One of their fears was when they implemented this program wide incentive was that they would never have a pizza party. That the jar would sit there, and it would just be empty. It would not be enough of a motivator. Actually, it turned out, they didn't worry about it. They put it up there. And then when it started getting fuller they could see that it was working well and they implemented it last June and has had to pizza parties now. It is just another way to have this positive environment where you are constantly inserting some sort of incentive . Some sort of program where you can recognize these kids for what they do. It allows you to address the behavior that you don't like, but still have these positive atmospheres, these recognitions that you can put in place. That you are going to give no matter what. Basically a program wide incentive. I really like the marble jar, because when it stretches out your incentive dollars, it is just a way to get their attention. It's a big marble jar. And this idea came from their public defender on their team who used to be a teacher in schools. For her class, in her school classic , every day all of the kids brought their homework they could put a marble in the jar. And then she would do a pizza party. She did not really -- it did not really matter when it got full, it was just a thing to highlight that everybody did it. A marvel time.

Just another example. There are so many that you could find. I am really only highlighting a few here. Remember, I said this is a juvenile drug Court teams chance to be really innovative. This is when you can take advantage of some of your role members. I mentioned that public defender was a past schoolteacher. Schools know how to incentivize. Touch base with your old liaison . The person sitting on your team who is your school's representative. Or reach out to the schools. Worse goal partner. They could help you can -- they could help you figure out some innovative ideas how to work with kids.

So I want to find out if any of you have anything going on in your programs. We could just take it time to write in chat so everybody could say. I just highlighted a few. But every time I observe a juvenile drug Court I see something new and great going on. Do any of

you have anything you would like to share with the rest of the participants?

Wendy why don't you go ahead and answer and ask question.

In this particular program they decided everyone has to be clean that day for a marvel to go in. It is like groupthink. Trying to get everybody peer-to-peer pressure. Everyone to be on the same page.

Of course you don't have to do it with UAs. If you have kids that are not showing up for court or trade-ins, or making there appointments, you could use it for that. Every week if everyone has neither appointments you could put a marvel in the jar for that.

There are a lot of variations. >> And a could you talk more about -- could you talk more about your Star board. >> Amy is doing a fishbowl. Shawna has a five ticket system raffle.

That is really a [Indiscernible] economy .

I like in Marybeth scored that kid set their own goals and advocates meet the goals, they get to get an incentive. It's nice that kid's have a voice and Matt.

They have a storyboard and the youth can go up and sign their name on it. That sounds like a cool visual. You should send us a picture Santa Clara. >> Anybody who has an innovative idea, if you could do a little write up , we are happy to share those with folks. Our newsletter, be a webinars like this. Because we know incentives help to change behaviors. We would take your great ideas and let other people still them.

You know that all the examples that I did provide. It is because I have seen them in a court. I have gone to a juvenile drug Court and this is what they put in place. I take back that information and related to all the other juvenile drug courts I am working with. Because that is how - - that is the community of learning. That is what we are basically doing here.

Last talk about a point level reward system here. Which for me is, a micro economy. It is an economy that you can put in place in your juvenile drug Court program where you attach value to required tasks. It gives you an opportunity to monitor object of progress. Because you have attached a value to those required tasks. I think that because you have created this micro economy, it gives you an opportunity to teach the kids basic life skills. If you are putting it in, especially the way Lindsay is going to go there and talk about it. Because you can actually think of a juvenile drug Court program. I know it is not an institution I was program but it but it bears a little bit of it. We are working with the same group of leaders, juvenile drug Court team and all the juvenile drug Court kids are in the setting together. So we can create this program, create this atmosphere where they have to do all these required task, they have to get treatment, they have to do all these things, why not create a micro economy for this as well. That is what

a point level reward system is. I'm going to have Lindsay really talk about hers in more detail. Because it is such a valuable and comprehensive framework that she put in place with her team. So Lindsay I'm going to turn it over to you and I just want to thank you upfront. Because it is such a valuable framework to

Thanks, Wendy. When we initially started this conference we were using points as part of the phasing out. We had kind of had some idea behind points. But we were using them effectively to motivate these. The worst kind of something happen every week. They were invested in it. That would help you progress. Then we started looking at contingency management and looking at the three-pronged approach. While let's take her points a little bit further. Let's break it down into what we are asking them to do. So we both down in a typical week what we wanted to use to do. The we want them to attend therapy. One of them to the school. We wanted them to check in. We want to tap them to test clean. We sat down and started assigning point values to that. The big thing that we want them to do is test clean. If your beta test clean you can get three points automatically just for testing clean. Then we said you know what in order to get them to the airport where they are having those clean therapy is going to a big deal. We decided we would break therapy into attending therapy and attending group. Assign points to that. Check in with us through the week and then we decided to assign points for that. We also decided to do a system. We understood that in the beginning of the program, you're asking a lot of biscuits. US and them from corporate S&M come group. It is loving them to take off and maybe they don't have their best yet made on the other kids in your many talk group we said you know& Give them something for just showing up. So they come to therapy, they just have to come, me too therapy is you're going at one point for showing up. You can't agree to the needed one point.

If you participate in therapy and you have a good therapy session you're going get another point. Any for protecting group and present work you're going to get another point. And therapy was really important for us we really want them to be engaged in therapy so even gave a boy and bonus point if they do all the therapy requirements for the week if you come in individual and group you're going to get a bonus point because we really wanted to push the therapy and that's where a lot of the work is getting it done.

When we first created and that's how we sat down. We said what we looking for. What are the different tiers and how can we put that in place. To set it up so that they can earn points. It evolved a little bit after we had adjusted the initial points. We had problems with getting kids to meet with her caseworkers or the USW workers. And so we said if they show up for one of her caseworkers let's give them a point. The case worker gave him the opportunity you gave them opportunity to get another point. It created a bunch of different ways for us to incentivize them to follow through on some of the stuff that we were asking them to do.

That is kind of the overview of how we started creating the points.

Jessica are there any questions in Chapter 4 when the bond question mark >> When did you want it at anything before he set up the points.

One and Lindsay and the New Mexico team did is create an actual days for natural incentives and sanctions. Because they are set up if you do it, you earn a point that is a natural incentives and if you don't you don't earn the point. And that is a natural sanction. If you're thinking about that continuum of responses that we talked about in each of these webinars, that just gives you another point in that continuing to respond because you have created the system of -- although this false economy, it is actually a natural incentive in sanction. Every time they earn at point is almost like you're getting a paycheck. If you do the work, you get the paycheck. If you don't do the work it, you don't get the paycheck. I like to think of it really as that natural incentives that you have created and natural sanction. As a point along the continuum of responses. That is what I like best about it.

We came across how they were motivated by points when we started doing initial incentive program. We did the initial set of rubble I sent something of that was fast and elaborate and we were to make it was across the board, one of the things when we first rolled out only I could understand it, we started asking them what they wanted. I will give you a gift card. I will give you that. When I asked them what they wanted, they started telling me that I know you can bar, I want points. Can you do me bonus points? And I said well point so cool it's me any money. But at that point we weren't even using them to incentivize some of the behaviors. We were using them to phase. I said hey this is a really good way to motivate them. We should capitalize on that.

Wendy said we set up the system so that they basically can get this paycheck or points for following up on the things we want them to do. >> We grasp this idea about using points in other ways as well at in promoting social activities. We noticed we ran into this cool problem where we had a kid that had done all his treatment work. We had -- we rolled out new phase checklist and it had given them some clearly defined goals that we wanted them to complete. We had a kid that had all done all his treatment work but he didn't have enough points. We did not render that problem before. You always had enough points. When we really set it up so that their individual activities could be used to get points. We ran into were at the kid did not have enough points to save. There should be other ways that they can go above and beyond and earn points. We were inspired to create a system for bonus points. We really started

looking into social activities. I read something online about another program that had a whole life scale system set up within the program. I thought that was a good idea. We look at acts like skill and social activities. We made a list of all the things we like the kids to engage in. We're not signed a point value to that but also we said hey let's give them credit for community service. Some kids don't need points but maybe they always community service hours. I would love kids to create a resume for me. To apply for a job. Following through on journaling. Let's let the kid choose which is most important for them. Maybe this kid once bonus points. We went through these activities and created a comprehensive checklist for all of them and set it up as a way for them to earn bonus points or a way to get credit for community service.

Wendy, were you going to add something question mark

No. That is great. Santa Clara has asked is there a list of the most common individual incentive of this that participants request?

I would move away from my recommendation is to move away from any sort of list that you keep available. Mainly because it too creased or at accountability as a team to make sure your incentives are individualized Lindsay, can you talk about some of the ways you have figured out what the youth in your juvenile drug Court had -- how did you figure out what they wanted? What would motivate them vote --

We were looking at different ways to incentivize them. The team was voting on which way to go. We had to doing -- two different theories of thought. The therapy team said one address the kids. They're the ones you are creating this whole system for one address them? That was eye-opening for us. We do formal surveys a lot where I just asked them what kind of incentives they want. We do surveys where we asked them do you like the incentive programs? Would you like to change the incentive program? Is a confusing question mark to understand? We also found to that we get the -- gift cards and we noticed that it depends on the kids that are in your program. Sometimes I will get McDonald gift stores and they are gone. Everyone wants McDonald's. The next go around sometimes everyone is listening to -- something it is going to fluctuate with a population in your program. You might have up lunch of you in lower and 14 or 15 what is going to motivate them is going to be different than what is going to motivate your 17 or 18-year-olds. We have looked at not having it any concrete boundaries in setting up stuff so that the kids can pick up what motivates them. That is the idea behind the giving you the opportunity to pick watch one they want to work on to pick how they want to get credit for the track they are following through on. So that they will be motivated. If I tell one kid to do a resume not given 10 bonus points it means nothing to them. If I tell him I will give you five credits for community service not now and it we do a lot of asking the youth what is going to work for them. What would motivate them. To know really the best people to discuss that with. They are the ones were trying to motivate. We do a lot of surveys.

I think move beyond having those lists of incentives and create an actual task list of when will I survey the youth? When will I do youth inventories to figure out what motivates his youth? When will I do these tasks? When will the team do task to figure out what the youth's true as is? That we can stay on top of the individualized incentive that are motivating your current group of kids. Create a list of tasks to help the team figure out when do I survey, when do I do an inventory? When do we change this up? Then you'll be able to move forward a little bit better. Go ahead Lindsay.

Okay. Let me the next section is where we have a lot of questions. Jessica and Wendy's said if you have questions please type them in the chat and we will address them. The next thing we said now that we have these points, one of the ways that were going to motivate them is through phasing. Let them choose the incentives they wants by choosing

your points. You can see here an example of the menu of incentives with her point value as. One way created this part of the incentive program we sat down and said if a kid is going to get credit for one hour of community service, how much is that worth to us? For one hour of community service what does that look like? In a current week our kids can earn up to 13 points a week. Is that helpful week of work for one hour? Is that a half old week of work for one hour? We really started to triangulate the work we are getting. What does that translate as far as the incentive is concerned. Maybe we want a full week of work of comprehensive points for that child to be able to earn not. Something more extensive would be a \$10 gift card. Now we have this set up we have translated these rewards into how much work they are worth. We started having the team go what if they are on house arrest? We don't want to extend their curfew. One of you had a curfew extension period we don't want to inadvertently reward them if they just had a violation. What we set a purchasing requirements for these points. Just like in real life when you are applying for a loan, you have to have good credit to be able to get that loan. The same kind of idea applies here. If you don't have good credit with me that you're going to follow your curfew, you check in, you're not that have violations, it cannot purchase a extension period you have to prove that you can follow the role of first plate. When you can prove that then you become eligible to purchase our reward. This sets the -- the kids can purchase one reward a week. They can purchase no rewards. Everyone a hold on to those pouring so they can save them that their option. It is more important for them to go to a movie that is a choice. It is about giving them their choices. Which really helps them buy into the incentive program. It helps them buy into these are my points. I can do what I want to with these points. I am going to work harder, if I know I won a curfew extension period video work on bonus points. It really individualizes the incentive program so that the youth can decide if they want to work hard. What they want user points for. It also sets in the consequence to. I can't purchase anything with my points because they didn't come to therapy this week that I don't need that purchasing guideline. Maybe next week I need to do a better job following through what the program is asking of me so I can qualify for that. That is a lot. For one area. I don't know if there are questions or Wendy do you have any clarifying things that I may have left out?

I want to point out that I need the slides for Lindsay. I use them when I train. She is much better at delivering this information that I am of course. But I want to point out that this is just a snapshot of the comprehensive framework that you have created. When you're looking at -- when you go back one slide here, it is just a snapshot. There are many more things. There are many more things in this. The reward system. I just wanted to make sure that participants knew that they are only getting a snapshot here. We do have the framework available. Right, when the ? --

We have 22 activities. I do have a kid is that I need more life skills. I said give me a list of things that you think should qualify as life skills and him I will see but put them on there. It is constantly evolving. The other thing about the incentives that they can use, it really needs to be individualized. We can give you a framework for kind

of what is working in New Mexico. But even what works in New Mexico changes with time. One of the things that we noticed as recently is that we were not getting as many treatises were looking for. We started incentivizing clean days. Pushing is clean days. We said why don't we connect dependence in court for clean dates. The more clean days you have, the less time you have come to corporate to get a step further and said maybe we some of these bigger incentives like the gift cards , we actually even updated the purchasing guidelines with the last couple weeks. You really have to look at the population of your drug court. You really have to look at your data to see if it is working. Because what you may have put in place six months ago maybe a year-long down the line it is not working for the population in your court. We are constantly looking at the program. Making sure it is giving us the result that we are trying to accomplish. Making adjustments to that as needed to make sure it it continues to work. It constantly has to be revisited at one of the things that came up about a month ago. One of the kids had a lot of kids that transportation wise could not get to the office to test. We have a designated testing time. One of the kids talked about can you test me in the field. Can I give you points to test in the field. That is wonderful. That will cost me no money. My staff is in the field anyway. If you will do what you need to duty on your points, then all I have to do is come out and see when I need to check on you anyway perfect we additionally added that to her incentive program recently. What you think is a no-brainer to the kid, is some plate really important to . When we started asking the kids, a bunch of them said that would really help me out there I would use my points for that. You can create incentives within your programs that don't cost you any money. They are constantly having to revisit it. See what is working and make adjustments on what is and what is not.

I want to address two questions here. From an array County and Cynthia. Talking about phasing operative is only related to points. I know in Albuquerque it is not only related to points. They have to be meeting other goals to be able to face. They still have to earn enough points to buyout. The thing that is changing about juvenile drug Court faces right now . If you're in the learner. Learning collaborative and participating training in the last year or two. You've heard us talk about we needed [Indiscernible] for phase women. A checklist, and I know

Lindsay, you have been working with checklist to. And points. Things that can be objectively check off and you are moving away from subjective measurements. Then you're going to be able to seek kids really get through that program. Over the last year we have been asking courts to look at their phase data. And figure out

how kids are progressing. How long are they staying in phase 1, two, three, or for peer to have four phases. And comparing that length of stay in each of those phases to the ranch marks that are set up in your programs. Men in the courts have 30 days in phase 1.

Two months in phase 2. Three must have faced great. And what have you. It varies across the nation. What we're finding is that kids are staying very lengthy time in almost all of their faces. Especially in two and three. There are upwards of of 250% or 60% longer. Those benchmarks are there. They are part of your process. They might be an arbitrary number that you have been working with since you have been

working in your juvenile drug Court. But there are benchmarks. They are something that you should be measuring against. If they are, they are, arbitrary or not, you need to figure out what is happening in those phases. And attaching points to it. Or attaching checklist to your phases and moving away from subjective criteria. You can begin to monitor that progress. And you can begin to hit those benchmarks. And then you can begin to see how long does it actually take to do all of the things that we are asking them to do in phase 1. In phase 2. In phase 3. In phase 4. How long does it actually take. Those benchmarks are a part of your process. And you have a date there, if you say it is three months. And you don't meet that, then you are not really adhering to your own process. So when Lindsay began attaching points to these things, and when the other teams began attaching checklist, they could see that the kids were meeting those benchmarks. Lindsay can you talk a little bit more about that.

Sure Wendy. We just rolled out a new phase structure this last year. That would that -- that was the idea behind it. And speaking with a counselor and looking up the learning collaborative really challenged us to think about what you want them to accomplish. I get

Tremont how do we get there. You need to get them the tool to phase out. One of those tools that they need so that you can obtain those long-term goals. They challenge us to start thinking about not a cookie-cutter approach, really what are you trying to accomplish. We created our new phase structure phase 1 is orientation in his real sure it. They can get out a week or two. No minimum time. The goal in error orientation phase are based on orientation. You try to get them oriented to the program. I want to get them the goals that are in that phase are really specific to what I'm trying to accomplish. Trying to get them oriented. The orientation phase we don't attach any -- if I could get them clean and orientation they would not be my program. One is stabilization. Again, I am not looking at a certain number of clean days in my stabilization phase. I'm looking at what is most paramount need with his youth and creating an individual checklist to me that use needs. I might have a youth that they are not getting fed everyday. Maybe they need food. Maybe their mom isn't working or their data is in the hospital something is going on with that family that their basic needs are not get a Mac. Medela hook them up with a case management. Get them food. Get them to the dentist. Basic things that they need to stabilize where they are at. Really we are looking at what am I trying to accomplish in this case. I am trying to stabilize that. That means something completely different from youth over here to this youth on the other side. A lot of individual case planning. Define success for this youth. That's what we create the checklist on. We tried to move away from minimum length of stay. Core minimum amount of days of sobriety. Even if we have a relapse at the end of the program we ask what happened to this relapse. What do we need to put in place to put them back on track from this relapse? We need to use some more group work. Rather than saying you're going to need so many clean days before you graduate, we will say will get you back to a place where sobriety is more stable. These are the things we're going to ask you to do. Defining by asking more tangible things to do.

Right. And that is why your points here for each phase. I don't know if these are still correct, Lindsay. Some of the other documents you have turned into me to look out. Especially with your goals and your checklist for each of the phases. It just really ties it all together. A comprehensive way that is very objective. It is a lot of things to count. You can actually make some good decisions about where the youth is in their individual progress.

Wendy can I'd chime in?

One of the things I think we talked to courts about is sometimes it feels really different than the way they are doing business now. Courts like clean days. They feel like we can't let the kid [Indiscernible] then they won't have gotten as much help as any. We don't want to let them go. For any program that is thinking about doing this, I think it is always a negotiation from where they are at. Two I do realize this world where we want to go. I get that there are challenges and fears. I would say to courts, go as far as you are comfortable going. If you want to do this and you still want to attach a clean day, a number of clean days, then you can do that. You have to figure out and talk with your team about how you can have this work within your community. And then be willing to revisit it and look at the data and benchmarks and say are the clean days really useful to us or are we hanging onto them? And having the data and looking at the data can really help the courts get comfortable with making changes like that.

Yes. I totally agree, Jessica. And thank you for chiming in. >> When we had our old structure that was more cookie-cutter and asking for a certain amount of clean days. One of the things were running into it was that they were going through the motions. There were get these reports that the kids would be out at using Aniston is a graduate. The word we got the clean days but they weren't doing the actual work to sustain their sobriety. The challenge is to look at what is the meat and potatoes of this. Pay attention to the data to say okay, we got the clean days but did we actually accomplish what we wanted to that kid? Do we make any lasting changes? Do they check off the boxes? That is when we set up new stuff that we had in mind. Real quick on the left side. What I wanted to say on the last side. These are old. We have five phases now. We're in the process of looking at that data to see what is working. But I did want to make a point about what to do when a kid is checking in and going to school and not doing the treatment work. Not doing the meat and potatoes we need them to do to maintain her sobriety. We call phase [Indiscernible].

You have to pay for rent. What we do is we have an approximate number of weeks. We calculate the number of weeks based on the treatment work we have to do. How many weeks should they be able to treat batch - - complete that treatment work. If we get to that point, we are in phase 2, should take them about four weeks. It should take them 50 points. We get to the point would have 50 points. They haven't other treatment work. What we do is we do effacement contract. It is an actual lease. We got a list of line and edited it. Offender needs. Basically what it says is in agreement with the kid that it says I have my points that I understand the reason I am not leaving is because I have not worked on my individual goals. I understand that at this point

I am going to start paying phase rent until I do those. It really hits her pocketbook again to say you can't just sit in the space. Going to school and checking in. And racking up these points to buy these incentives when you really are not making any movement towards the program. We set up at least agreement and may have to pay the rent every week until they faced were one of the things we're worried about is that the kid is not progressing in the program but doing the minimum to get by. They're going to have more points than the kid that is doing everything that they are supposed to do and is progressing quickly to the phase rent gave us a way to do that. Also putting a fire under their intention is to get them moving because we know how important the points are to them. If we can hit them in the pocketbook and get those points, they will start going I want to move because I will use those points for other things. Pick >>

There's a question who tracks all the points? There's a database where we track the points. I also give the kids point sheets every week. I have an Excel template that I could send you to. Basically I give the kids appointed every week that tells them how they can earn points. Whether you're in the points. What were the points from last week. Do they make any purchases this week.

Did they pay phase rent this week. What the new points are for this week. We're lucky that we have an access database that is very wonderful and does that for us but you could easily do it in an Excel document as well and I have a template I would be glad to share with you.

Amber what she means is that she does it. She is the program manager and the coordinators so the world that this best fits under is the coordinator. They are going to be keeping track of this process level stuff. Making sure that all the points are there. The kids are meeting benchmarks. Goals are getting accomplished. That is the coordinator doing that.

>> I think this is definitely one of the areas because of how use the points and how kids can buy things with her points. But you want to encourage the youth to track their own points as well. In order to maintain the integrity of the program, you wouldn't want to rely only on youth report and you would be tracking it. Because they might be tempted to cheat in their own favor. Or if you made a tangible and you are actually giving out dollars. They might be trading back and forth and trying to get stuff. Thinking about those areas where it might be the other thing I think with Lindsay, we actually change this. They are trying things and then they are adjusting as they go along. Be willing if you implement this again, be willing to be creative with your data and then be willing to make changes.

The kids will tell you we make a mistake with her points as well. I hope their caseworkers said countable. The points are very important to them. If you make a mistake, you have build in checks and balances because they won't let you. They grabbed those point sheets and the points are listed on the boy -- the board the first lady doing the, the court everything is looking at the board. They will say where is the board. How many points that I get. This site is a little bit sharing some of my data with you. In FY 15 is where we really started making change or incentive program. In the middle of FY 14 I committed a first

version of an incentive program it was so confusing. That is why we started making our first effort. To say hey, we're not incentivizing enough. How can we incentivize? How can it get there? We started making changes. In FY 15 is when we rode a contingency management. We started being delivered and put a lot of thought into studying that. By FY 14 were given out about 327 incentives. We had a monthly average of 27 incentives that were given out a month. Air incentives were costing us \$3.79 per incentive to Billy to John board and started looking at the incentives. Starting asking the kids what they wanted. Started really reaching to the community to get donations for incentives. Really heating up or incentive program. At the end of FY 15 after we wrote a contingency management the rewards we had given out 1104 incentives. The monthly average was 92. But our cost per incentive went down to \$1.23. That is very interesting. But part of it is that really when you start looking at some of these intentional incentives, if you get this kid a choice between money and something that doesn't cost your program any money, there are a good percentage of you that are not going to take the money incentive. When I found -- what I found looking at FY 14 were giving out gift cards. You've really had a good week of my five dollar gift card. It was a surprise. Not quite sure what I did. He really did know what it were getting them form for. We started looking at the incentive program better and asking them what they wanted, we found out that they didn't always want the gift cards. When we started giving them the choice of what they wanted, they wanted to have the points. They didn't want to give cards. That drove the cost per incentive down. Our gift cards straight lasting longer. Because not everyone was motivated by them. The other thing that we also run into is when they come to group we give them a snack. They say the feed them they will come. We were able to get a small budget to buy snacks. It got past scope and buy a case of water and some appraised drinks and a box of chips. Third -- if you've got 15 groups come in a group the incentives can last your while. When we really started looking at her data to say if you come to group

you're going to get point and I will feed you. I'll give you something to drink. I'll give you something to eat. The first two things that were hungry they will come. You will much have a much calmer group because they are not angry because they are hungry. Some kids are cranky after school because they are hungry. I see them before they going to group . They are fat and not cranky. It is a way to maximize those incentives. Sometimes they just won't water. Sometimes they just one chips. Those incentives we started find it that it put her cost per incentive down.

I think what is fascinating to me and Dr. [Indiscernible name] when we actually came out to visit you in 2014 in July, it was the first site where there was a learning collaborative. We sat down to observe pre-court staffing. The first thing you did Lindsay was you said we gave out this many more incentives this month than last month. And Jackie and I almost fell over. Because it was the first time we had seen a team take their data and look at it on a monthly basis. So this is what that data can do. Lindsay, and her team knew that she wanted to increase the number of incentives that they were giving. They needed this to start with a baseline. They needed to make a goal every month. We're going to give more incentives than we did the last month. We're going to look

at it every month during staffing so that we stay on track. Because that is how you institutionalize this type of change. If you slip back that data can always get you moving forward because you will be able to look at it every month and see what you did. And then you can say, that is a new baseline what is a new benchmark for next month. That is so important to keep teams on track. Because it is just so easy -- it is not easy. The thing is you are doing a lot of hard work. Complex work. It takes a lot of time and effort. And passion. It is just difficult to keep up this intensity all the time. But the data can help you do that. And that is the thing I want to impart the most to everybody on the webinar today. If you want to put the three-pronged approach in place, you need to start by writing some really good procedures. Then setting benchmarks. And the reviewing the data. And like Jessica said, and Lindsay keeps alluding to, be willing to make those changes. Be willing to fail. It didn't work. It is not what they wanted. It is too complicated. It is to what ever it is. Be willing to at least write that procedure. Implement and then begin tracking. Be willing to change that. Because if you really want to get the behavior change that we are hoping for, if you want to make sure you have all of those markers. That is fair. Immediate. Consistent. You're hitting the floor-one ratio. The only way to do that is to track that the a data work it is very important. The most important thing. So this slide.

What? So what? Now what question mark? It has a lot of negative connotations. The youth and families do not want to be there. How can we make this atmosphere that they might want to come to. Since we really want to get them engaged in this process. Since we know that if they are engaged, they do better. How can we make that happen? Putting these some of these program wide incentives in place is one way to do that. You're creating this positive atmosphere. So that is the so what. Because we know we want to create this atmosphere where we are in gauging the youth and families. It is important to begin thinking about brainstorming. Some innovative ideas. For even bursting -- because many of you wrote about innovative ideas and chat, boosting Mac. Not even bursting it. But beginning to collect data on it so that you can accurately track and tell your story about the incentives and sanctions in your own program. So now what? What are we going to do that question mark please take a moment right in chat if you are going to implement this approach. What would be the first thing your team needs to do to implement an approach from today's webinar? >> Right

that they are. Listen to all the webinars on the three-pronged approach. What is even happening right now? Brainstorm. Create charts. >> That is a good time for me to China to remind you all that the National Council of Juvenile and Family Court Judges we do have money to come out to work specifically with your community. If you really want to implement the three-pronged approach but maybe are not sure that you can do it without help, that is okay. Give us a call and we can send help to you. Think about using our dollars.

That is so true. We were actually just in a state giving a particular court a lot of help on justice. We ended the day with action planning and creating task list for what they need to do first. That is the most important part.

It is not just part of the learning curve. If any court is eligible bowl to receive help. -- Any court is eligible for training and technical assistance. You just have to ask. >> With that. Thank you offered chiming in for what is the first thing you are going to do to implement a program wide incentives. I would like to thank my co-presenters today Jessica Pierce and Lindsay Lucero. Without them we would not have been able to do all of these webinars. Jessica does on the back part and makes this run seamlessly. And is also so knowledgeable that she can answer all of your questions in chat and chime in and give her good grade -- advice. Without Lindsay we would not have that comprehensive framework that we showcase all over the country. In many of the things the Albuquerque is doing. I think all of the participants for taking time out of your day to participate on the webinar. All of your work and feedback and your innovative ideas are contributing to the field in a huge way.

Wendy, just before we wrap up by one of tell you that are next webinars on targeting. Getting the right kid in the program. We'll have Lindsay is a co-presenter on that one as well. Albuquerque has implemented this but they have also really change how they target. Lindsay, your graduation rates have changed pretty dramatically over the last couple of years. Right #

Yes that was the first change we made. We have some good data to show what those changes put in place. >> We are also going to be doing some more work. Helping you guys with continuing quality improvement. Collecting data. Looking at the data. Making changes based on the data. Then looking at the data again. We're going to do more work around that. So that you have more tools in your toolbox for that. We will keep an eye out. You will be sending you more information about those webinar in our newsletter. In a separate email blast. Keep an eye out for it. If you are submitting alluring -- learning collaborative . You have about 12 hours to get in. Otherwise, it give us a call or an email for any assistance you would need for your court. I would like to thank everybody for participating today. Don't forget to complete the evaluations that will hopefully pop up on your webinar.

Thanks everybody. Have a great day.

The meeting is now over. [Event concluded]