Individualizing Responses to

# Motivate Behavior Change in Youth:

## A Four-Pronged Approach

**NCJFCJ**

*est. 1937*

NATIONAL COUNCIL OF
JUVENILE AND FAMILY COURT JUDGES

WWW.NCJFCJ.ORG

NCJFCJ
*est. 1937*

NATIONAL COUNCIL OF
JUVENILE AND FAMILY COURT JUDGES
WWW.NCJFCJ.ORG

Suggested citation: Schiller, W. L., Pearce, J., & Jones, L.R. (2019). *Individualizing Responses to Motivate Behavior Change in Youth: A Four-Pronged Approach*. Reno, NV: National Council of Juvenile and Family Court Judges.

The National Council of Juvenile and Family Court Judges® (NCJFCJ), an affiliate of the University of Nevada, Reno since 1969, provides cutting-edge training, wide-ranging technical assistance, and research to help the nation's courts, judges, and staff in their important work. Since its founding in 1937 by a group of judges dedicated to improving the effectiveness of the nation's juvenile courts, the NCJFCJ has pursued a mission to improve courts and systems practice and raise awareness of the core issues that touch the lives of many of our nation's children and families.

National Council of Juvenile and Family Court Judges
P.O. Box 8970
Reno, NV 89507
www.ncjfcj.org

# Individualizing Responses to Motivate Behavior Change in Youth:
## A Four-Pronged Approach

**AUTHORED BY:**

**Wendy L. Schiller, MPM**
**Senior Site Manager, National Council of Juvenile and Family Court Judges**

**Jessica Pearce**
**Senior Site Manager , National Council of Juvenile and Family Court Judges**

**Lindsey R. Jones**
**Juvenile Drug Court Program Manager, Second Judicial District, Albuquerque, New Mexico**

# Introduction

Juvenile Drug Treatment Courts (JDTCs) have made strides in implementing evidence-based practices to improve program processes, services, and outcomes. These practices include using screening and assessment tools and substance use disorder treatment interventions specifically tailored for adolescents. In December 2016, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) released the *Juvenile Drug Treatment Court Guidelines* (*JDTC Guidelines*), which provide further direction on research-based practices for JDTCs to implement to maximize their effectiveness.

Contingency Management is one evidence-based practice that the *JDTC Guidelines* promote; it "integrates therapeutic interventions from two widely used clinical models: behavioral therapy and cognitive-behavioral therapy" (Henggeler et al., 2012, p. 4). As a treatment intervention, it is especially suitable for helping adolescents with substance use disorders to develop skills to reduce substance use and increase their ability to make healthy choices. The theoretical framework of Contingency Management and the use of tangible practices like rewards, behavior contracts, and substance use monitoring make it particularly applicable to the juvenile drug treatment court context because JDTCs also use incentives and sanctions to support desired behavior change.

The *JDTC Guidelines* identify components of Contingency Management that JDTCs should implement, for example: having a process for applying incentives and sanctions in a way that is fair and consistent but also individualized; using ongoing monitoring and case management to address youths' needs in a holistic manner; and having a range of responses to substance use that considers risk,

needs, and responsivity.[1]

This Guidebook provides recommendations on processes and procedures that will enable JDTC teams deliver objective, consistent, and effective responses to youth behavior.

**Specifically, this Guidebook outlines a Four-Pronged Approach to implementing a comprehensive and practical system of responses by:**

1. **Creating a Strength-Based Atmosphere**

2. **Implementing a Micro-Economy**

3. **Using Short-Term Contracts**

4. **Responding to and Reframing Drug Testing**

The Four-Pronged Approach allows JDTC teams to implement any one of the prongs, or all of the prongs, to improve ongoing behavior modification strategies, more commonly known as incentives and sanctions.

---

1   Objective 5 in the *JDTC Guidelines* specifically calls for JDTCs to "…implement a system of incentives and sanctions that are immediate, certain, consistent, fair, of appropriate intensity, goal-oriented, graduated, individualized, and therapeutically sound…" (p. 29). Moreover, Objective 5 also calls for favoring incentives over sanctions as strategies to motivate and support behavior change.

## The Research Base: Practices that Work for Positive Behavior Change

The research is very clear – juvenile justice professionals (i.e., case managers, probation officers, judges, attorneys) should move away from punishment, over-surveillance, and deterrence as a means to affect recidivism or behavior change in youth (Lipsey et al., 2010). Researchers and experienced practitioners in juvenile justice know what works to reduce recidivsim, including increasing therapeutic responses and eliminating "control treatment philosophies" (Lipsey et al., 2010, p. 23). This means that juvenile justice professionals must move beyond using punitive strategies that 1) instill corrections and/or discipline through military-like programs, 2) seek deterrence through fear of violations, and 3) stress surveillance to identify bad conduct (Lipsey et al., 2010, pp. 23-24).

By eliminating these strategies, professionals in court-based programs can create opportunities to implement strategies that do "…bring about behavior change by facilitating personal development through improved skills, relationships, [and] insight…" with youth who are involved in the justice system (Lipsey et al., 2010, p. 24).

This research does not simply rest on one or two studies; it is built on a extensive meta-analysis completed in 2009 that includes 548 studies, ranging from 1958 – 2002 (Lipsey et al., 2010). The findings continue to be supported through recent studies, one of which stated that "the clearest evidence provided by the highest quality studies reviewed…is that therapeutic approaches, particularly counseling in multiple dimensions and services to meet multiple needs, work over attempts to control behavior through threats of punishment…" (Evans-Chase & Zhou, 2014, p. 465). Indeed, in a recent analysis of a database of more than 8500 cases from 1983 to 2012 in La Porte County, Indiana, found "that interventions that overreach in contrast to the actual offense are not effective or might actually lead to further system penetration…" (Kuhn et al., 2017, p. 375).

These research findings are particularly relevant for JDTCs because the basic foundational principle of such problem-solving courts is to use therapeutic interventions to promote behavior change. Based on Contingency Management with an emphasis on rewards, consistency, and monitoring, the **Four-Pronged Approach** is designed to help JDTC teams create and sustain a system of therapeutic responses that will ultimately help motivate youth to adopt appropriate behaviors.

## How to Use this Guidebook

**The Why** – Use the narrative in the main body of the Guidebook to understand fully the theory and foundational elements of each Prong.

**The How** – Use the corresponding implementation sections to develop specific policies and procedures that will assist with implementing each Prong.

**The Examples** – Use the examples to guide understanding and implementation further.

# The Why

## The First Prong
### Create a Strength-Based Atmosphere

### Theoretical Foundation

Taking its lead from the larger criminal justice field, juvenile justice has a tendency to focus on problem behavior or the deficiencies apparent in a youth and/or family's situation. These problems are often easy to identify, and the responses associated with them – curfews, detention, community service, restitution – are, in turn, easy to monitor. However, this creates a problem for a system that aims to rehabilitate – if we continue to focus only on the problems, "it creates a web of pessimistic expectations of, and predictions about…" the youth and their capabilities (Saleebey, 1997).

An example of deficit-oriented practice is the JDTC's use of court hearings to deliver messages about wrong doing by sanctioning unwanted behavior in open court and seeking a deterrent effect for future wrong doing. Some JDTC team members believe that experiencing the imposition of a sanction in this way will assist in

promoting positive behavior change; they also assume that youth who observe the responses in open court will be similarly impacted.

Unfortunately, this type of deficit-based approach does not have the desired effect. In studies about youth experiences with shaming contexts and practices, researchers have found that youth may experience feelings of demoralization, eroded self-confidence, reduced motivation, a heightened focus on failures, stigmatization, and alienation from their community (Laursen, 2003). In addition, the youth observing in the court room may tune out messages and consequences related to punishment, because the adolescent brain is more apt to be driven by rewards than punishments (Galvan, 2013).

A strength-based approach is a more effective way to view and work with youth and their families. This approach is consistent with a therapeutic framework. In addition, the *JDTC Guidelines* point to specific practice considerations for assessing needs and effective case planning by stating – "the assessment of well-being needs and strengths is a focus on the positive and often encompasses the evaluation of strengths of the family as well as the youth" (OJJDP, *Juvenile Drug Treatment Court Guidelines*, 2016).[2]

More broadly, a strength-based approach can be defined as "…an organizing principle for a family of theories and practice strategies that encourages helping professionals to seek out clients' abilities, resources, and gifts and apply them to current life challenges" (Nissen, 2006). JDTC teams that are effectively implementing a strength-based approach operate using the principal that while the JDTC participants (and their families) certainly have problems, they also have internal and external strengths that should be recognized and supported.

## Things to Consider Before Implementation

JDTC teams should meet and inventory their current processes and determine if improvement is needed. As a team, take a moment to assess the current court process informally using the table below to determine if the team aligns more with the strength-based side or the deficit-based side of the table.

| Strength-Based Processes | Deficit-Based Processes |
|---|---|
| The team discusses small successes/strengths/positive outcomes **first** during staffing and/or court. | The team discusses problems/issues/challenges **first** during staffing and/or court. |
| The team highlights positive behavior with tangible incentives (e.g., token economy, fish bowl drawing/raffle, 100% club, star-of-the-week, etc.). | A lot of the good things the kids are doing go unnoticed (e.g., showing up on time, being kind to a caregiver). |
| The team's court process rewards youth who have had a positive week by going first during the court hearing. | The team's court process responds to youth who have had a negative week first, due to procedural rules. |
| The team uses precise language when discussing drug test results – i.e., positive and/or negative results. | The team uses deficit-based language when discussing drug test results – i.e., dirty and/or clean results. |

2    Quote found under Guideline 4.1 Needs assessments should include information for each participant on Well-Being Needs and Strengths – Practice Considerations. Accessed on April 24, 2018 at: https://www.ojjdp.gov/juvenile-drug-treatment-court-guidelines.html.
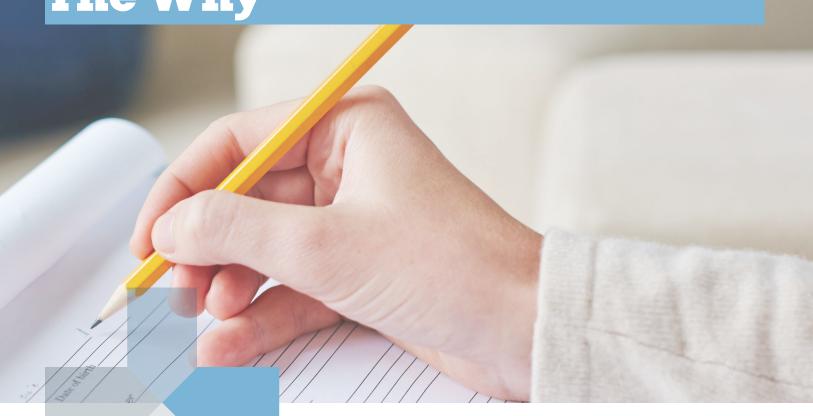
| Strength–Based Processes | Deficit–Based Processes |
|---|---|
| The team handles sensitive topics in separate, closed hearings. | The team handles sensitive topics in open court. |
| If detention is given as a sanction, the team holds a separate closed hearing with attorneys present. | If detention is given as a sanction, this is handled in open court, where the youth is remanded with other JDTC youth and families present. |
| The team interacts with youth and families in a setting outside of court to build rapport and relationships – through family nights, picnics, or other pro-social activities. | The team mandates support groups and parenting classes but rarely interacts with youth and families outside of court and scheduled case management meetings. |

The team's discussion may lead to an agreement that the current procedures do not entirely lend themselves to a strength-based atmosphere. This is an excellent opportunity for the team to build an effective strength-based atmosphere. **For more assistance in development and implementation, visit pages 17-19 of this Guidebook to understand HOW to implement the First Prong.**

## The Change to Look For

A strength-based atmosphere can sometimes be difficult to measure, but it is important for the team to take a data-driven approach by setting goals and implementing action steps. A more strength-based atmosphere should lead to youth being more cooperative, open, and willing to engage in services. JDTC teams can measure these changes by conducting customer satisfaction surveys or exit interviews to determine if the strength-based approaches lead to feelings of being supported by youth and families. This approach to emphasizing strengths will ensure that youth feel they are valuable contributing members to the program itself and help the team understand how processes affect youth and families, as well as ensure that they are able to voice their satisfaction and/or frustrations.

# The Why

## The Second Prong
### Increase Compliance with a Micro-Economy

### Theoretical Foundation

Compliance with court orders and program requirements is a central component of a justice system. It is no surprise that it plays a key role in the operation of a JDTC. While compliance is a critical aspect of a JDTC, concern for compliance may lead a JDTC team to focus considerable attention on enforcing rules and less attention on case management, treatment planning, skill building, and community connections. When a team focuses on compliance, monitoring becomes more about catching rule breakers than teaching appropriate behavior. However, when coupled with behavior modification techniques, monitoring and tracking compliance can serve as a critical measure of progress for JDTC teams.

The Second Prong calls for implementing a micro-economy as a system of positive reinforcers to motivate youth. A micro-economy can be created

using a point-based[3] reward system which offers points for wanted behavior that can then be traded for tangible rewards or incentives. These types of systems "are based primarily upon the concept of operant conditioning" (Kazdin, 1977; McLaughlin & Williams, 1998 cited in Doll, et al., 2013), and "have been found to be an effective method of behavior management across various settings" (Doll, et al., 2013).

Creating a micro-economy through a point-based reward system allows a JDTC team to incentivize wanted behavior and to transform compliant behavior into something tangible that youth can then trade for something they value. A point-based reward system is appropriate for promoting positive change through reward seeking behavior, which is a normal part of adolescent brain development.

## Things to Consider Before Implementing

Monitoring compliance through a point-based reward system should begin in Phase One and continue throughout the program. Program rules and expectations should be clearly defined and effectively communicated during orientation; however, instructions should not stop there. Teams should recognize that being in a therapeutic court program can be overwhelming and that youth may not remember expectations or have the capacity to follow rules right away. Therefore it is important to track overall progress related to compliance in addition to monitoring on a daily/weekly basis.

This means that JDTC teams should develop a way to aggregate youth level data, which will improve the team's ability to make better decisions. For example, imagine that a youth, Josh, has missed the last two treatment sessions. The team's first reaction may be to sanction Josh immediately. Or, the team might jump to the conclusion that the point-based system isn't providing enough motivation to attend treatment

sessions. However, there is another option, one that is based on objective data.

The team should take a wider view of Josh's overall treatment attendance; in this case, the information reveals that Josh has attended eight out of his last 10 treatment sessions. This is 80%, which is a passing grade by most standards. JDTC teams should create a spreadsheet to review aggregated youth level data objectively during pre-court staffing, which helps make decisions based on overall progress rather than single instances of non-compliance. In Josh's case, perhaps the team wouldn't need to intervene until his grade fell below 70%.

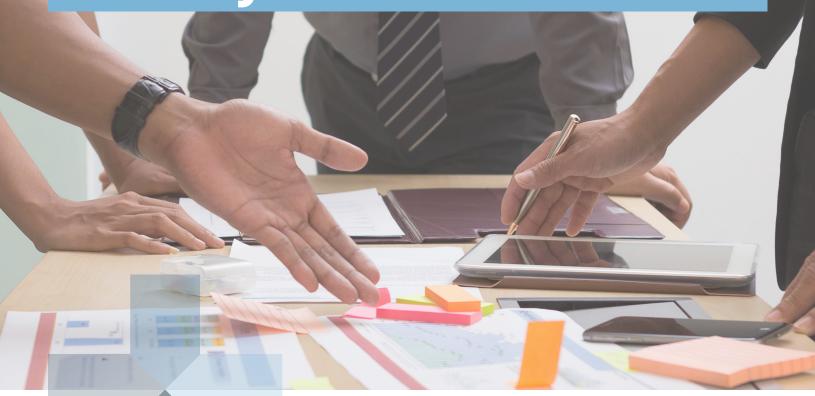*Refer to **Example A**, on pages 28-29 for an example of an aggregated compliance spreadsheet.*

**For more assistance in development and implementation, visit pages 20-22 of this Guidebook to understand HOW to implement the Second Prong.**

## The Change to Look For

Success in JDTCs should not be based on compliance alone. Simply following a program rule is different from achieving a case plan goal. A program rule or court order should aid in the achievement of case plan goals. For example, if the case plan goal is to develop healthy coping skills then a possible program requirement is to attend therapy; however, youth often don't perceive therapy as valuable and likely aren't motivated to attend. Incorporating a micro-economy with a point-based system basically pays the youth to attend therapy sessions, which may be more motivating during the initial engagement period. Therefore, the team should experience increased attendance rates by implementing a point-based system.

---

3   This is sometimes seen as a token-based system, where tangible tokens are used in the micro-economy. A point-based system awards points in an abstract way, rather than physically awarding a token to youth.

# The Third Prong

## Support Goal Achievement with Short-Term Contracts

### Theoretical Foundation

JDTC teams can use short-term contracts to individualize specific incentives and sanctions, which will bolster goal achievement by youth. The use of "short-term" as it relates to contracts is operative for two important reasons – 1) it further condenses or shortens the goal identified within the case plan, and 2) it uses a shorter timeframe to accomplish the condensed goal. Short-term contracts are used to make goals even more actionable for youth and families.

The successful implementation of the Third Prong relies on the premise that the JDTC team is using effective case planning and case management practices. To put it simply, a short-term contract[4] cannot work if an initial case plan, with actionable goals, has not been created because the primary purpose of using a short-term contract is to provide

---

4    Contracts are sometimes referred to as youth or behavior contracts. In this Guidebook, the more general term "contract" will be used.

additional support to the youth on their identified goals. There are several important concepts to consider first:

- **All** youth under supervision from the court should have an individualized case plan that is derived from information garnered through validated assessments and by working directly with youth and families to identify priorities and/or needs (Expansion of JDAI to the Deep End Resource Guide, 2017).

> ### Sample SMART Goal
>
> Finishing an English credit recovery class by completing 15 computer lessons in the course (completing five lessons per month with a passing grade, completing online lessons) between September 1 and November 30.

- These case plans can be developed in one of two ways – 1) through an automated case planning module used in your jurisdiction,[5] or 2) through an in-house process developed by department administrators.

- In both scenarios, the case plans must have SMART goals that are Specific, Measurable, Attainable, Relevant, and Time bound (Expansion of JDAI to the Deep End Resource Guide, 2017).

- The SMART goals should focus on skill building and using quality interventions/services with appropriate dosage (Lipsey, et al., 2010).

- Progress on goals should be monitored and updated during regular case management meetings where dynamic case plans can be reassessed and realigned to meet the changing needs of the youth (Carey, et al., 2000, Spring).

## Things to Consider Before Implementation

ALL youth should have an individualized case plan (with SMART goals) and regularly scheduled case management meetings; however, all youth DO NOT need a specific contract to assist with goal attainment. This means that the case manager or probation officer should wait to draft a short-term contract *after* determining if the youth is having difficulty making progress on an identified goal. For example, the timeline may flow as follows:

| Phase 1 – Case Plan Developed | Phase 2 – Work Begins on Goals | 30-Day Case Management Meeting - Progress Not Met | Short-Term Contract Developed |

The short-term contract is used to give the youth an opportunity to get back on track and accomplish the agreed upon goal within an agreed upon timeframe. During the case management meeting, case managers can use motivational interviewing "to more fully explore goals and increase ownership of the case plan" *and* to identify individualized incentives and sanctions that will motivate the youth into action (Carey, et al., 2000, Spring, p. 32). Once the terms of the contract have been met, the youth will simply resume using the case plan for guidance.

---

5    Some jurisdictions use a risk/need/responsivity assessment with a case planning module that allows for an automated process when developing a formal case plan. For example, the Youth Level of Service/Case Management Inventory.

**For more assistance in development and implementation, visit pages 23-25 of this Guidebook to understand HOW to implement the Third Prong.**

## The Change to Look For

Short-Term contracts are designed to help youth make progress on attainable goals within an individualized case plan; therefore, the JDTC team should begin to see an increase of goal achievement for youth in the JDTC. If there is data on the completion of current case plans, the JDTC team should review and set a benchmark to determine if the addition of the short-term contracts has improved their ability to assist youth with reaching their goals. Anecdotally, the team may experience feelings of being more objective when discussing the progress made by youth.

# The Fourth Prong
## Respond to and Reframe Drug Testing

### Theoretical Foundation

The Fourth Prong focuses on responding to missed/tampered with and/or positive/negative drug test results. Drug test results are important for two reasons: 1) treatment providers are able to understand alcohol and other drug (AOD) use and tailor responses, and 2) the juvenile justice system relies on drug test results from a program compliance standpoint. These two reasons merge in JDTCs and can sometimes create pressure to determine program success or failure primarily by drug test results alone – in most cases, counted in consecutive clean days which determine when youth can move from phase to phase.

While drug test results play a large role in JDTCs, there is little to no research base for the results to be used in the way that many JDTC teams currently use them – for phase advancement, counted consecutively. However, the *JDTC Guidelines* do provide some specific recommendations related to missing or tampering with drug tests, not to be

confused with positive or negative results.

## Failure to Appear/Tampering

The research presented in the *JDTC Guidelines* indicates that: **1)** youth who fail to appear or miss drug tests are more likely to experience program failure; **2)** high percentages of missed drug tests should be considered a warning sign for the team that the youth is in danger of program failure; **3)** the team should have a *distinctive* plan in place to monitor and respond to both a missed drug test *and* tampering with a drug test; and **4)** the team should concentrate on how to respond immediately (the same day or the next day), rather than waiting for the next court hearing (OJJDP, 2016).

## Return to Use – Positive Drug Test Results

On the other hand, the *JDTC Guidelines* state that the "research shows that return to use is an expected aspect of recovery for many youth," and that JDTC teams often confuse increased treatment and sanctions with one another, as "more restrictive forms of treatment may be assigned in response to violations, rather than being based on an assessment of the youth's treatment needs" (OJJDP, 2016, Objective Five). Therefore, the JDTC team should work with youth and families to develop goals and responses that match their individual needs. These responses should look very different from the team's responses to missed and/or tampered with drug test results.

## Adolescent Development

The JDTC team should understand that drug testing is NOT a benign action and take steps to use developmentally-appropriate and trauma-informed drug testing practices. For example:

- Staff who administer drug tests should be trained on trauma, cultural humility, and implicit/

institutional bias.

- Staff who administer drug tests should look like the youth they serve (in terms of race/ethnicity/ sexual identity).

- Drug testing processes and staff should emphasize RESPECT in interactions with youth and families.

- Drug testing-related processes should give youth voice and choice.

- Drug testing-related processes should be transparent (i.e., state the why, how, what and who).

- When youth have negative tests, they should receive meaningful and positive reinforcement.

- Drug testing is just one tool in the process for assessing and treating youth who have a substance use disorder (Blomquist, Pearce, & Schiller, 2018).

## Things to Consider Before Implementation

The team should review current procedures/policy and make adjustments where necessary. JDTC teams should draft policies:

- that provide a framework for responding consistently and immediately to missed and/or tampered drug tests, especially in phase one;

- that tolerate a return to use, based on what is known about each youth's goals and progress, rather than a fixed number of consecutive negative drug test results; and

- that are developmentally appropriate for adolescents.

**For more assistance in development and implementation, visit pages 26-27 of this Guidebook to understand HOW to implement the Fourth Prong.**

## The Change to Look For

The JDTC team should experience lower termination rates as a result of developing distinctive responses for youth who miss or tamper with drug tests. In addition, over time, by responding to use in a way that takes into account adolescent development and the youth's need/responsivity, the team should begin to see a decrease in youth substance use. The amount of time between positive tests will lengthen. When youth have new use after having been in the program for a period of time, the team will be able to assess if the new use indicates a need for additional treatment/services.

# The How

# Implementing The First Prong
## Create a Strength-Based Atmosphere

JDTC teams can promote positive behavior with all youth and families in the program by creating a strength-based atmosphere. A strength-based atmosphere requires teams to "flip-the-script" from deficit-based approaches, which focus on monitoring and compliance, toward a competency-development framework. The **First Prong** outlines recommendations and practice considerations that will boost opportunities outside of assessment and case planning to focus on the strengths of youth and families. To incorporate fully a strength-based atmosphere, use a variety of incentive approaches:

- **Social recognition** – how JDTC teams choose to recognize behavior, wanted or unwanted.
- **Program-wide drawings or raffles** – how JDTC teams can use incentive dollars more efficiently while promoting wanted behavior.
- **Program activities** – how JDTC teams can engage with youth and families outside the court room setting.

## Social Recognition

Begin by actually drafting a court room protocol that lends itself to a strength-based approach. This means identifying a way of conducting business during JDTC court sessions. As a team, determine the following:

- **How Court Cases are Reviewed** – the team should draft a protocol that will allow them to begin with youth and families who have made progress since the last court session. Include the following in the protocol:

  - Objective requirements that define progress. This should be three to four items that, if met, mean the youth made progress toward their goals during the week (e.g., 100% negative drug screens; perfect attendance in treatment; or no new referrals).

  - A visual component so everyone in the court room knows exactly what the requirements are – post the list in the court room; ask the youth why they get to go first (they should be able to articulate this back to the judge).

  - A tangible (e.g., food item, gift card) or intangible (e.g., extended curfew) incentive that accompanies meeting the requirements listed in the protocol.

    This protocol is sometimes referred to as a 100% Club, Rocket Docket, or Star of the Week.

    *Refer to **Example B**, on page 31, for an example of Rocket Docket procedures.*

- **Setting the Stage for Strength-Seeking Conversations** – Once the team decides to move away from a deficit-based approach, it allows for increased opportunities for the judge to engage with the youth in positive, strength-based conversations by focusing on achievable goals identified during case planning. These conversations can lead to identifying the youth's "…strengths, interests, hopes, and visions" (Laursen, 2003, p. 14).

- **Alternatives for Delivering Sanctions in Court** – Consider changing the way sanctions are delivered in court by responding with consequences during individualized case management meetings (rather than open court), as well as holding separate detention hearings, when warranted. This is important for two reasons: **1)** emerging research on adolescent development suggests that … "adolescents show heightened reward seeking compared to punishment avoidance learning…," which means that the deterrent effect of delivering sanctions in open court is likely not producing the outcomes the court is hoping for (Palminteri et al., 2016, p. 15); and **2)** Research on "adolescent social sensitivity" suggests that "after experiencing negative social feedback, adolescents report a greater drop in mood and a greater increase in anxiety…," which may result in increased unwanted behavior (Somerville, 2013, p. 123).

## Program-Wide Drawings

JDTCs often point to not having enough funding for tangible incentives as a barrier to implementing effective incentives. This means it is extremely important to stretch their budget for incentives by using drawings as a way to incorporate a low-cost form of contingency management to increase wanted behavior. Indeed, a recent study points to the effectiveness of this type of reward to increase attendance in a substance-abuse treatment program (Branson et al. 2012).

The basic premise of a drawing (also referred to as a fishbowl) is that every time youth exhibit positive or encouraged behavior a JDTC team or family member immediately awards a tangible ticket to the youth which can then be entered into the drawing for a chance to win a larger incentive during a formal drawing in court. It provides the JDTC team with a great opportunity to reward behaviors and compliance frequently while building a sense of accomplishment

in individual youth without using as many resources.

JDTC teams should develop something that fits with the team's community values, as well as the youth's wants and needs, by following the recommendations below:

- Seek to promote positive behavior that the team is looking for in the youth; so it is important to think through how youth can earn tickets to be entered into the drawing as many times as possible;

- Create opportunities to earn that are equally available to all youth; this is one more reason not to limit what youth can earn tickets for;

- Incorporate youth voice into the development and implementation of the drawing or raffle;

- Create visuals and graphic elements that encourage excitement and participation;

- Consider adding a separate responsible caregiver raffle as a way to show appreciation for their time and participation; and

- Resist the temptation not to give a reward earned to a youth who otherwise had a bad week – remember this simple rule: "if they did it, they get it."
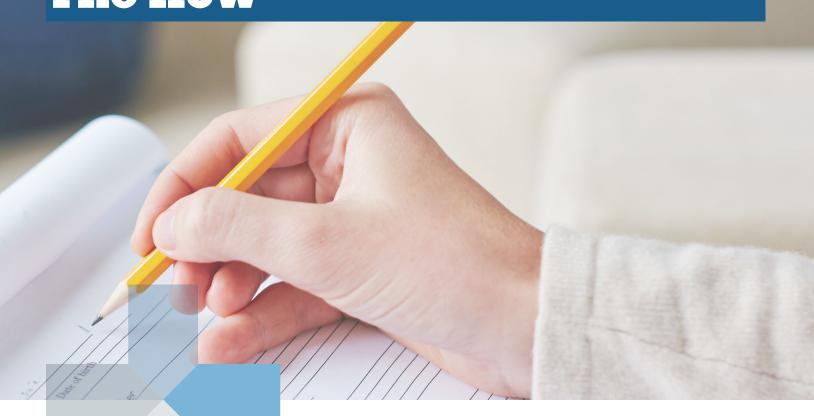
## Program Activities

It is also important to "[view] the community as an untapped reservoir of strengths" by participating with youth and families in organized community-centered activities outside of the court setting (Nissen, 2006, p. 45). Program activities allow the team to model appropriate behavior, build rapport with the youth and families, and acknowledge that youth and the communities are greater than the sum of their problems. Although organizing activities outside of court can be time consuming, it is important to tap into the resources available. Again, JDTC teams should

have a process, with goals and objectives, related to the creation and execution of program activities for youth and families. As a team, determine the following:

- How often can the team realistically conduct program activities?
  - Consider both staff time to develop the activity and monetary considerations for the activity.

- What is the goal of the program activity?
  - Teams should consider having goal-driven activities, even if the goal is just to get to know the youth better.

- How will the team obtain and use youth and family input to guide the program activities?

## Procedure and Process Considerations

Many JDTC teams use a strength-based approach when working with youth and families; however, very few teams create strength-based procedures and monitor fidelity of those procedures. Unfortunately, a lack of documentation means that teams do not *deliberately* deploy strength-based elements, which may lead to disjointed delivery as well as outcomes. Teams should create a plan to implement the processes outlined above; this includes setting goals, objectives, and action items. It is important to remember that this is a process; JDTC teams cannot simply rely on receiving training in strength-based approaches and assume that these approaches are being used consistently. **For more assistance in understanding the theoretical and foundation elements, visit pages 6-8 of this Guidebook to understand WHY to implement the First Prong.**

# Implementing The Second Prong

## Increase Compliance with a Micro-Economy

JDTC teams can often rely heavily on monitoring program compliance and providing youth responses (both positive and negative) based on simply following the rules. Compliance is an important part of the JDTC; however, in order to have a lasting impact, a greater focus should be placed on case plan goal attainment and competency development. A micro-economy is one way a JDTC team can promote compliance without making it the sole focus of the program.

To create a micro-economy that serves as a comprehensive reward system, teams need to make the following decisions:

- **Determine the type of incentive/reward that will be used**- Options include points, tickets, tokens, coins, vouchers or fake currency.

- **Determine the behaviors that will be incentivized**- List the different compliance areas within the program and decide which behaviors will be targeted. For example, compliance areas could

include sobriety, court attendance, therapy attendance and participation, etc. Ideally these focus areas should align with the expectations set in the court orders/conditions of probation; "in a token economy it is important to clearly outline the target behaviors" (Kazdin, 1977 cited in Doll, et al. 2013). Keep in mind that not all compliance areas need to be incentivized through a token economy. For example, teams should not include getting good grades or employment as an area of compliance because these activities work better as case management goals.

- **Assign values to the desired behaviors**- Once it has been decided which behaviors will be targeted, rank each compliance area in terms of importance and assign a value. Areas of most importance should have the highest values.

- **Develop a reward menu**- List the different tangible incentives and assign values to each because "without these back-up rewards, the tokens have no exchangeable value" (Doll, et al. 2013). Design the reward menu from the perspective of the user (i.e., youth) by asking youth which incentives would motivate them to comply. This also helps teams with limited funding stretch resources, which is important because "the more items or rewards you can exchange for the token, the more powerful the token becomes" (Doll, et al. 2013). This also includes incentives that do not have a financial cost associated with them – curfew extensions, free day off of court, or other freedoms. Many youth will work harder to earn a curfew extension rather than movie tickets.

- **Assign values to the list of rewards**- Rank rewards by their importance (e.g., high-level; medium-level; low-level) and assign values. When determining how much a reward is worth think about how much time and effort it will take a youth

to earn the tokens to purchase it. For example, if a full week of compliance is worth 10 tokens, perhaps a medium-level reward is the equivalent of 20 tokens or two weeks' worth of work.

- **Create a written policy for how the incentive program will operate** - As a team, answer the following questions; the answers ultimately become the written policy that the team uses to implement and track the reward system:
  - **Goals and Benchmarks**
    - What is the team attempting to achieve by implementing a reward system?
      - For example, improve attendance at treatment sessions – start by understanding the current attendance rate and setting a benchmark to reach after implementation.
    - Is the new system having the desired effect? If not, why?
    - Do adjustments need to be made to meet desired benchmarks?
  - **Implementation**
    - When will the token system be rolled out?
    - Will there be a meeting with the families to explain the process?
    - If tokens are connected to progress in JDTC phases, will the system be implemented for each youth the next time the youth advances or will the team roll the system out all at once and prorate tokens based on where youth are at in their current phases?
  - **Tracking and Process**
    - Who will be responsible for awarding the tokens and when?
    - How will the tokens be awarded?

- Will there be a voucher system? Will tokens be tangible items like tickets or intangible items like points?

- Will tokens be tracked via a balance sheet or are youth responsible to hold on to them?

- Who will be responsible for tracking the tokens?

- How will tokens be redeemed?

- How often will youth be allowed to trade in their tokens?

- Can exchanges or trades be made as soon as tokens are earned or will there be designated times for exchange?

  - Keep in mind that "infrequent exchange periods at the beginning of a token economy's implementation may prevent this type of system from working effectively" (Doll, et al., 2013), so it is important to have an easy and frequent method for exchanging tokens.

- Will there be any restrictions on spending tokens?

- How will tokens be earned and spent?

- Will tokens be connected to phasing and if so what are the values for each phase?

- Will there be ways for youth to earn bonus or extra tokens?

## Procedure and Process Considerations

The structure of a reward system should be easy to comprehend for youth and families as well as JDTC team members. If the process is too confusing or not easy to navigate then youth won't be motivated to participate in the process. Teams should create a comprehensive policy and procedure regarding how the system will operate; however, what is shared with the family should **1)** be brief – use tables and charts to connect compliance to points and clearly state what it means to not be in compliance; **2)** clearly identify the benefit of earning points – youth and families should be able to understand how and why points are earned; and **3)** feel that earning points is attainable, if points are too difficult to earn, the youth will likely get frustrated and give up on the process.

The rules and process should be communicated early and often to the youth, which means expectations should be written, distributed to youth and families and verbally explained on a regular basis – perhaps during case management meetings. The success of a point-based reward system depends on… "communication with the participants" (Alberto & Troutman, 2012; Cooper, Heron, & Heward, 2007 cited in Doll, et al., 2013). **For more assistance in understanding the theoretical and foundation elements, visit pages 9-10 of this Guidebook to understand WHY to implement the Second Prong.**

# Implementing The Third Prong
## Support Goal Achievement with Short-Term Contracts

Case plans should be comprehensive and individualized, with goals and objectives that focus on reducing criminogenic risk factors and building protective factors. Case plans should be developed in partnership with the youth and family and must have SMART goals that are Specific, Measurable, Attainable, Relevant and Time bound. However, even with well-developed case plans, some youth will require additional support in meeting their goals and objectives. The Third Prong recommends using short-term contracts to help youth break goals down into smaller, more achievable tasks.

JDTC teams often identify several barriers when implementing the Third Prong. Two of these barriers are very real, which include the lack of time and commitment to institutionalize fully the process. To break through these barriers, JDTC teams should: 1) determine if the existing case planning process meets recommended standards, and if not, take the necessary steps to align with recommended practice; and 2) as a JDTC team, create an agreed upon protocol that

includes specific triggering events for the use of short-term contracts. Remember that not all youth will need a short-term contract, so to save precious time case managers should only use contracts with youth who need them. For example, protocols should have some basic parameters:

- **Progress Scale** – define and agree upon a Likert scale to determine objectively whether or not a youth has made expected progress on a goal.

3 - Completed objective

2 - Expected progress

1 - Less than expected progress

0 - No progress

- **Trigger Point** – agree upon a triggering point that would set in motion the development of a short-term contract. In the above example, the team could use 0-No Progress or 1-Less Than Expected Progress to prompt the contract.

- **Responsible Person** – agree upon the "who, what, when, where" regarding the development of the contract. For example:

| Who | Case manager, youth, and caregiver/guardian |
|---|---|
| What | Development and approval of a short-term contract |
| When | If needed, every 30 days during case management meetings |
| Where | Case manager's office, youth's home, or a location convenient for the family |

- **Information Sharing** – agree upon a feedback loop for reporting progress, including: goal attainment, based on the agreed upon scale; short-term contracts in place; and compliance. This allows the case manager the autonomy to put a short-term contract in place without direct approval from the team and judge which lends to an immediate graduated response.

- **Contract Limits** – agree upon a maximum length of time for each short-term contract. Because these contracts are meant to condense a goal from how it is codified within the case plan, consider making this limit very short – two weeks at most. _Note_: There is no need to limit the minimum. JDTC teams may find that some youth simply work better with shorter timeframes; do not be afraid to set a cutoff time to a single day.

- **Standard Components** – contracts will include several standard components.

| | |
|---|---|
| Objective | The objective is derived from the goal developed; in a short term contract, this objective will have an even shorter timeframe. |
| Activities | The activities (all of the actions that will accomplish the short-term objective) should be stated by the youth, with guidance from the case manager (i.e., helping the youth think about what needs to happen to meet the deadline). |
| Incentives | Specific incentives identified by the youth with approval of the guardian and case worker that will automatically happen if the youth meets the cutoff date in the contract. |
| Non-Compliance | Highlight what non-compliance means; this should be very clear to staff and youth. |
| Sanction | Specific sanction(s) that will automatically happen if the youth doesn't meet the agreed upon deadline. |
| Support Services | List of services that will help the youth accomplish the short-term objective outlined in the contract. |

*Refer to **Example F**, on page 35, for an example of a short-term contract.*

## Procedure and Process Considerations

The JDTC team will likely feel compelled to add these newly developed short-term contract protocols, if implemented, to the participant handbook – don't! It's simply too much information for the youth and families to take in and connect to the larger goal of getting off of supervision by graduating from JDTC. Rather, the case manager should incorporate some of the protocols directly in the initial case plan. For example, the progress scale and trigger points should be discussed and shared with the youth as they are identifying specific goals to work on. This will give the youth a clearer idea of expectations, as well as give case managers a point of reference to use during the case management meetings. In addition, the case manager should be up front about information sharing by informing the youth and family that they will be providing updates on progress during court staffing sessions. **For more assistance in understanding the theoretical and foundation elements, visit pages 11-13 of this Guidebook to understand WHY to implement the Third Prong.**

# The How

## Implementing The Fourth Prong
### Respond to and Reframe Drug Testing

Drug testing is an important tool in the JDTC team's toolbox, but it is only one tool and should not be the only measure that determines a youth's success or failure in the JDTC. By implementing the Fourth Prong, JDTC teams are making the decision to respond to drug test results as just one factor determining success, rather than the primary factor.

The youth and family should be the central figures in making determinations about both the timeframe for producing negative drug screens and responses that will motivate the youth. It is important for the youth to have as much control over the process as possible. Youth voice and buy-in help facilitate the youth's internalization of desired behavior while in the program and long after his or her time in the JDTC is over. The case manager and treatment counselor should meet with the youth and family to determine what goals are realistic for the youth regarding making healthy choices connected to substance use.

This also includes discussions about how the JDTC team will provide a response as close in time to the positive or negative drug screen as possible. Addressing the following considerations will help the team develop procedures that increase the immediacy of the response, as well as youth and family engagement:

- When and how will responses be delivered outside of court for positive and negative drug screens?
- Who can respond to the positive or negative drug test:
  - Case manager/probation officer?
  - Family?
  - Treatment provider?
  - All of the above?
- How will information about each response be given to the judge so support and messaging can come from the bench during the court session?

*Refer to **Example G,** on pages 36-37, for an example of a graduated response grid related to drug testing.*

## Procedure and Process Consideration

The JDTC team should have a robust discussion about the purpose of drug testing and monitoring. The drug testing policy should be specific. It should detail how drug testing fits within the framework of the JDTC. The policy should include who has the authority to respond to drug testing and when responses can occur. The policy should also spell out what "failure to appear" and "tampering" mean. An immediate response to a positive, negative, missed, or tampered with drug test is ideal. Therefore, whenever possible, the team should empower the appropriate team member to administer responses between court sessions. **For more assistance in understanding the theoretical and foundation elements, visit pages 14-16 of this Guidebook to understand WHY to implement the Fourth Prong.**

# The Examples

## Example A
### Aggregated Compliance Spreadsheet

The example spreadsheet on the next page aggregates compliance for a three week period on the following measures:

- Treatment Attendance
- School Attendance
- Call-to-Test (call a court-based phone number that informs Josh whether or not he should get a drug test that day)
- Drug Test (DT) Shows (youth actually provides a drug test on the randomly selected day)
- Drug Test (DT) Results

JDTC teams should begin using an aggregated compliance spreadsheet once a youth advances into Phase Two and has an opportunity to receive some initial treatment and worked on building new skills. The reasoning here is that youth do what they CAN do, so JDTC teams wouldn't monitor compliance so rigorously in the first phase of the program.

In this example, imagine that **Josh**, since advancing to **Phase Two** – has attended three treatment sessions and has participated in two case management meetings. Josh now knows he should: **1)** attend treatment three times per week; **2)** attend school Monday through Friday; **3)** Call-to-Test Monday through Sunday (*Note: internally, the JDTC team is only testing 2-3 times per week; however, Josh believes that he could be tested every day of the week*); 4) make himself available at the drug testing center (or court); and 5) provide a negative drug screen.

Josh **does not** know that the JDTC team is looking at overall compliance. The example spreadsheet on the following page is for __internal use only,__ and it should be used to help the JDTC team determine areas of increased engagement or supervision. The spreadsheet can also help JDTC teams see overall progress, which can reduce the reliance of a single behavior or misstep to make decisions about sanctioning, phase advancement, and graduation.

## Example aggregated spreadsheet of individual youth-level data.

| | Sun. | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. | Actual | Needed | Overall | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | **Week One** | | | | | | |
| Treatment | | 1 | | 1 | 1 | | | 3 | 3 | 100% | |
| School | | 1 | 1 | | 1 | 1 | | 4 | 5 | 80% | Josh was randomly selected to submit a drug test screen on Sunday, Tuesday, and Wednesday. |
| Call-to-Test | | 1 | 1 | | 1 | | 1 | 4 | 7 | 57% | |
| DT Shows | | | 1 | | | | | 1 | 3 | 33% | |
| DT Results | *M | | **P | M | | | | 0 | 3 | 0% | |
| | | | | | **Week Two** | | | | | | |
| Treatment | | 1 | | 1 | 1 | | | 3 | 3 | 100% | |
| School | | 1 | 1 | 1 | 1 | 1 | | 5 | 5 | 100% | Josh was randomly selected to submit a drug test screen on Monday and Friday. |
| Call-to-Test | 1 | | 1 | 1 | 1 | | 1 | 5 | 7 | 71% | |
| DT Shows | | | | | | | | 0 | 2 | 0% | |
| DT Results | | M | | | M | | | 0 | 2 | 0% | |
| | | | | | **Week Three** | | | | | | |
| Treatment | | 1 | | | | | | 1 | 3 | 33% | |
| School | | 1 | 1 | 1 | | 1 | | 4 | 5 | 80% | Josh was randomly selected to submit drug test screens on Wednesday, Thursday, and Friday |
| Call-to-Test | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 | 7 | 100% | |
| DT Shows | | | | 1 | 1 | 1 | | 3 | 3 | 100% | |
| DT Results | | | | ***N | N | P | | 2 | 3 | 67% | |
| | | | | | **Overall** | | | | | | |
| Treatment | | | | | | | | 7 | 9 | 78% | Using these aggregated results together allow teams to |
| School | | | | | | | | 13 | 15 | 87% | specifically target problems areas. In this case, Josh is |
| Call-to-Test | | | | | | | | 16 | 21 | 76% | struggling with Call-to-Test, so he is missing drug tests. |
| DT Shows | | | | | | | | 4 | 8 | 50% | In this example, by the third week Josh had figured out |
| DT Results | | | | | | | | 2 | 8 | 25% | how important Call-to-Test was. |
| | | | | | | | | | | | |
| *M = Missed | | | | | | | | | | | |
| **P = Positive | | | | | | | | | | | |
| ***N = Negative | | | | | | | | | | | |

In addition, the JDTC team should review compliance behavior in balance with progress on case plan goals and objectives. Imagine that Josh has four goals and objectives that he is currently working on, in the example staffing report displayed on page 30, the JDTC team can review overall progress on each goal and clearly see upcoming deadlines. This will allow the team to target strength-based conversations in court and case management meetings.

## Example staffing report.

| Overarching Goals | Current Objectives | Progress[6] | Compliance | This Week | Overall |
|---|---|---|---|---|---|
| **Reduce Substance Use** | Attend treatment sessions at Connect Care three times per week from week two of Phase Two until advancement into Phase Three | 2 | **Treatment Attendance** | 2 absences | 78% |
| | | | **School Attendance** | 1 absence | 87% |
| **Increase School Connectedness** | Finishing an English credit recovery class by completing 15 computer lessons in the course between September 1st and November 30th. | 2 | **Call-to-Test** | None missed | 76% |
| **Pro-Social** | To maximize opportunities to participate in pro-social leisure activities: by participating in after school club one day per week from September 1st and November 30th. | 1 | **DT Shows** | None missed | 50% |
| **Values, Beliefs and Attitudes** | To improve the youth's capacity for empathy, remorse, or sympathy toward victims: by participating in victim empathy class, on September 30th. | 0 | **DT Results** | 1 positive | 25% |

---

6    The numbers in the Progress column are based on the Likert Scale on page 24 of the Guidebook.

*Individualizing Responses to Motivate Behavior Change in Youth: A Four-Pronged Approach*

# The Examples

## Example B
## Rocket Docket Procedures

JDTC teams should create objective procedures and benchmarks, which provide clarity and consistency to the process. If this step is skipped, JDTC teams will find themselves making subjective decisions regarding who is eligible for the incentives given to youth who earn a place on the Rocket Docket. Some things to consider are: **1)** youth and families should be able to rattle off these requirements so that it is very consistent and fair, so focus on messaging; **2)** benchmarks are framed as positives, rather than rules for the youth; and **3)** the benchmarks should be based on behavior the JDTC team is trying to reinforce. JDTC teams should use the examples below as a jumping off point; however, it is important for teams to discuss and agree upon procedures and benchmarks that work best in their communities and/or jurisdictions.

| Procedures for JDTC Teams | |
|---|---|
| | 1. Youth and family on the Rocket Docket go first and leave early. |
| | 2. There is no limit to how many youth can make the Rocket Docket. |
| | 3. Rocket Docket measures are based on the time frame between court appearances (*Note: there are differences among phases; however, it will be based on the last time each youth appeared in court*). |
| | 4. If youth receive additional charges in the current week, they aren't eligible for the Rocket Docket. |
| | 5. Case managers/probation officers should complete the Rocket Docket Checklist (sample below) before pre-court staffing to determine eligibility. |
| | 6. Youth who earn a place on the Rocket Docket get their names listed and recognized in the court room. The coordinator is responsible for the court room visuals. |
| **Benchmarks for Youth** | 1. Making healthy choices by providing 100% negative UAs. |
| | 2. Learning how to make healthy choices by achieving 100% attendance in treatment. |
| | 3. Actively engaging in school by achieving 100% attendance. |
| | 4. Being a productive classmate by receiving ZERO citations at school. |

### Sample Rocket Docket Checklist
**Since the last court hearing on [Enter Date Here], [Enter Youth's Name Here]:**

- ☐ has provided negative drug tests results on 100% of the drug tests administered
- ☐ has attended all treatment sessions, per their case plan
- ☐ has attended school, per their school's schedule
- ☐ hasn't received any school citations
- ☐ hasn't received any new charges

# The Examples

# Example C
## Program-Wide Drawing Procedures

| | |
|---|---|
| **How to Enter Kids into the Drawing** | ► Seek out positive behavior in youth, some examples include:<br>  ○ helping a JDTC team member or another youth<br>  ○ being on time<br>  ○ being respectful (e.g., holding the door open for an elder)<br>  ○ being loving (e.g., hugging a family member)<br>  ○ receiving a good report from a service provider<br>► Any JDTC team member can nominate youth to have their name placed into the weekly drawing.<br>► JDTC team members should try to catch youth doing something right as often as possible.<br>► Use pre-designed nomination cards to detail the positive behavior observed (see example below).<br>► Cards need to be completely filled out and submitted to the coordinator one full day prior to the court hearing. |
| **Weekly Drawing Rules** | ► The coordinator is responsible for facilitating the drawing at the beginning of court.<br>► There will be a total of three chances to win each week – **1)** Small-Prize Drawing; **2)** Medium-Size Drawing; and **3)** Large-Prize Drawing.<br>► Regardless of other behavioral issues, if a youth's name is drawn, he or she is eligible for the prize; however the youth may not be eligible for all prizes; for example, if the youth has broken curfew, he or she cannot receive the extended curfew prize. |
| **Storage of Cards** | ► Cards are kept in a large container in the coordinator's office and brought to the court room on days that court is held.<br>► If drawn, cards should be kept in the youth's individual file and given back to the youth upon graduation.<br>► The coordinator should retrieve cards not drawn, one week prior to graduation, to add to the individual file. |

| **Small Prizes** | **Medium Prizes** | **Large Prizes** | **Nomination Cards** | |
|---|---|---|---|---|
| Express line in court; Leave court early | Credit for 3 hours of service learning | Credit for 5 hours of service learning | Date and Team Member Name | |
| Credit for 1 hour of service learning | Extended curfew for 1 hour on 1 day | Extended curfew for 2 hours on 1 day | Youth Name | |
| $5 Gift card | $10 Gift card | $15 Gift Card | Positive Behavior | |
| 3 Extra points | 5 Extra points | 10 Extra Points | | |

# The Examples

# Example D
## Point-Based Reward System Compliance Grid

Remember that JDTC teams can increase their ability to respond to wanted compliance in an immediate, fair, and consistent way. In addition, taking the time to attach values to compliance allows teams to provide positive reinforcement (incentives) and negative reinforcement (sanctions) every time a youth complies or not.

| Earning full points | Amount | Earning partial points | Amount | Earning zero points |
|---|---|---|---|---|
| Attend therapy with no absences | 2 | Attend therapy with only one absence | 1 | Two or more therapy absences |
| Attend school with no absences | 2 | Attend school with only one absence | 1 | Two or more school absences |
| Call-to-Test with no missed days | 2 | Call-to-Test with only one missed day | 1 | Two or more missed Call-to-Test |
| Show up for all required drug tests | 2 | N/A | N/A | One or more missed drug tests |
| Negative drug test results | 2 | N/A | N/A | One or more positive drug tests |
| **REWARD PROGRAM** | • These points can be traded for rewards (see Reward Menu for options). <br> • Each participant must keep track of his or her points with a checkbook and a balance sheet which is located in the first and second sections of their handbooks. | | | |
| **BONUS POINTS** | Accomplishing Healthy Choice Days – Negative Drug Screens | | | |
| | 30 Negative Screens – 10 points | | 120 Negative Screens – 25 points | |
| | 60 Negative Screens – 15 points | | 150 Negative Screens – 30 points | |
| | 90 Negative Screens – 20 points | | 200 Negative Screens – 35 points | |

# The Examples

# Example E
## Reward Menu

Remember that the points have to be attached to something the youth will value – "without these back-up rewards, the tokens have no exchangeable value" (Doll, et al. 2013). The example below includes a list of tangible rewards, costs, purchasing guidelines, and instructions regarding how youth are able to spend points earned.

| REWARD OPTIONS | | |
|---|---|---|
| **Reward** | **Cost** | **Purchasing Guidelines** |
| Credit for 1 hour of service learning | 4 points | No community service assigned within the past week. |
| Leave court early | 5 points | Must be attending therapy. |
| $5 gift card | 10 points | Must be attending therapy. |
| Extend curfew on 1 day for 1 hour | 10 points | Must be checking in, cannot be on house arrest or have a curfew violation in past week. |
| Credit for 3 hours of service learning | 12 points | No community service assigned in the past week. |
| $10 gift card | 20 points | Must be attending therapy. |
| Extend curfew on 1 day for 2 hours | 20 points | Must be checking in, cannot be on house arrest or have a curfew violations in past 2 weeks. |
| Credit for 5 hours of service learning | 20 points | No community service assigned in the past week. |
| $15 gift card | 30 points | Must be attending therapy. |
| Extend curfew on 1 day for 3 hours | 30 points | Must be checking in, cannot be on house arrest or have a curfew violation in past 3 weeks. |
| **SPENDING POINTS** | • If a participant meets the purchasing guidelines then they can submit a reward check for review and approval.<br>• Reward requests should be submitted to your case manager.<br>• Each reward request will be reviewed and responded to within 24 hours.<br>• Any weekend reward requests must be submitted no later than Thursday by 5:00 p.m.<br>• All reward requests require parent/guardian approval. | |

# The Examples

## Example F
## Short-Term Contract

| Objective | Activities | Incentives | Non–Compliance | Sanction | Support Services |
|---|---|---|---|---|---|
| Finish one lesson in your credit recovery class before the next court hearing | • Set aside 30 min. every day after school <br>• Find location to work <br>• Work on lessons | • Praise <br>• Points <br>• Curfew extended from 7 p.m. to 8 p.m. <br>• Closer to completing the course | Failure to complete the lesson | • Unable to earn points <br>• Curfew reduced to 6 p.m. | • Tutoring assistance <br>• Use of computer <br>• Check-in call mid-week to determine status |
| Signed by youth <br>Signed by caregiver <br>Signed by case manager | | | | | |

**Remember that short–term contracts will have several standard components:**

| | |
|---|---|
| Objective | The objective is derived from the goal developed; in a short term contract, this objective will have an even shorter timeframe. |
| Activities | The activities (all of the actions that will accomplish the short-term objective) should be stated by the youth, with guidance from the case manager (i.e., helping the youth think about what needs to happen to meet the deadline). |
| Incentives | Specific incentives identified by the youth with approval of the guardian and case worker that will automatically happen if the youth meets the cutoff date in the contract. |
| Non-Compliance | Highlight what non-compliance means; this should be very clear to staff and youth. |
| Sanction | Specific sanction(s) that will automatically happen if the youth doesn't meet the agreed upon deadline. |
| Support Services | List of services that will help youth accomplish the short-term objective outlined in the contract. |

# Example G
## Graduated Response Grid

JDTC teams should implement the graduated response grid in Phase Two, after: 1) at least two treatment sessions (other than case planning sessions) have been completed; and 2) at least two face-to-face meetings with the case manager have taken place, one in which the graduated response grid is discussed.

### Graduated Responses

| | |
|---|---|
| **Points** | Begin by simply not awarding points for non-compliance to see if that is enough of a response. Response is implemented for up to two weeks. |
| **Community Service** | Response is implemented for up to five weeks, in increasing implements of one hour.[7] |
| **Evening Reporting Center** | If at the beginning of the sixth week the youth fails to be in compliance AND is 70% or below compliance, an increased response is put in place. |
| **Holds** | If at the end of the seventh week the youth fails to be in compliance AND is 70% or below compliance, an increased response is put in place. |
| **Corrections** | If at the end of the ninth week the youth fails to be in compliance AND is 70% or below compliance, an increased response is put in place. |

---

7   The certainty and immediacy of completing community service hours, rather than the severity, leads to a deterrence effect; therefore JDTC teams should respond with less hours and an increased ability to enforce completion of community service.

## Eleven-Week Timeline of Graduated Responses

| | Community Service | ERC (5-day minimum) | Holds | Corrections |
|---|---|---|---|---|
| **Call-to-Test – fail to call-in** | **Week 1**: one hour<br>**Week 2**: two hours<br>**Week 3**: three hours<br>**Week 4**: four hours<br>**Week 5**: five hours | **Week 6**: if in compliance after the 5-day minimum, revert back to week five response (now **Week 7**) | **Week 8**: four-hour holds<br>**Week 9**: six-hour holds | **Week 10**: one-day stay<br>**Week 11**: two-day stay |
| **Drug Test – no show** | **Week 1**: one hour<br>**Week 2**: two hours<br>**Week 3**: three hours<br>**Week 4**: four hours<br>**Week 5**: five hours | **Week 6**: if in compliance after the 5-day minimum, revert back to week five response (now **Week 7**) | **Week 8**: four-hour holds<br>**Week 9**: six-hour holds | **Week 10**: one-day stay<br>**Week 11**: two-day stay |
| **Treatment Attendance – no show** | **Week 1**: one hour<br>**Week 2**: two hours<br>**Week 3**: three hours<br>**Week 4**: four hours<br>**Week 5**: five hours | **Week 6**: if in compliance after the 5-day minimum, revert back to week five response (now **Week 7**) | **Week 8**: four-hour holds<br>**Week 9**: six-hour holds | **Week 10**: one-day stay<br>**Week 11**: two-day stay |
| **Drug Test – tamper with screen** | | 1st offense | **2nd** offense: four-hours | **3rd** offense |

# References

Blomquist, M., Pearce, J., & Schiller, W. (2018). Why Do We Drug Test Youth on Probation Anyway? *2018 National Conference on Juvenile Justice Conference* (p. 8). Reno: National Council of Juvenile and Family Court Judges.

Branson, C. E., Barbuti, A. M., Clemmey, P., Herman, L., & Bhutia, P. (2012). A Pilot Study of Low-Cost Contingency Management to Increase Attendance in an Adolescent Substance Abuse Program. *The American Journal on Addictions*, 21, 126-129.

Carey, M., Goff, D., Hinzman, G., Neff, A., Owens, B., & Albert, L. (2000, Spring). Field Service Case Plans: Bane or Gain? *Perspectives, American Probation and Parole Association*, 31-41.

Doll, Christopher, et al. "The Token Economy: A Recent Review and Evaluation." I*nternational Journal of Basic and Applied Science*, vol. 2, no. 1, July 2013, pp. 131–149.

Evans-Chase, M., & Zhou, H. (2014). A Systematic Review of the Juvenile Justice Intervention Literature: What It Can (and Cannot) Tell Us About What Works With Delinquent Youth. *Crime & Delinquency, Vol. 60(3)*, 451-470.

*Expansion of JDAI to the Deep End Resource Guide*. (2017, September 20). Retrieved from The Annie E. Casey Foundation: http://www.aecf.org/m/privy/Deep-End-Resource-Guide-8j-Family-Engaged-Case-Planning.pdf.

Galvan, A. (2013). The Teenage Brain: Sensitivity to Rewards. *Current Directions in Psychological Science*, 22 (2) 88-93.

Henggeler, S. W., Cunningham, P. B., Rowland, M. D., & Schoenwald, S. K. (2012). *Contingency Management for Adolescent Substance Abuse: A Practitioner's Guide*. New York: The Guilford Press.

Kimbrell, C. S., Olaghere, A., & Wilson, D. (2016). *Developing Juvenile Drug Court Practices on Process Standards: A Systematic Review and Qualitative Synthesis*. Fairfax, VA: George Mason University.

Kuhn, J. R., Marsh, S. C., & Cotman, C. (2017). The Best and Worst of Dispositions: An Analysis of 30 Years of Juvenile Justice Data in La Porte County, Indiana. *Child Youth Care Forum*, 46, 357-378.

Laursen, E. (2003). Frontiers in Strength-Based Treatment. *Reclaiming Children and Youth*, 12-17.

Lipsey, M. W., Howell, J. C., Kelly, M. R., Chapman, G., & Carver, D. (2010). *Improving the Effectiveness of Juvenile Justice Programs: A New Perspective on Evidence-Based Practice*. Washington D.C.: Center for Juvenile Justice Reform.

Nissen, L. (2006). Bringing strength-based philosophy to life in juvenile justice. *Reclaiming Children and Youth*, 40-46.

OJJDP. (2016). *Juvenile Drug Treatment Court Guidelines*. Washington D.C.: Office of Juvenile Justice and Delinquency Prevention.

Palminteri, S., Kilford, E. J., Coricelli, G., & Blakemore, S.-J. (2016). *The Computational Development of Reinforcement Learning During Adolescence*. PLoS Comput Biol 12(6): e1004953. doi:10.1371/journal.pcbi.1004953, 1-25.

Saleebey, D. (1997). *The Strengths Perspective in Social Work Practice* (2nd ed.). New York: Longman Publishing.

Somerville, L. H. (2013). The Teenage Brain: Sensitivity to Social Evaluation. *Psychological Science 22(2)*, 121-127.

NCJFCJ
est. 1937

NATIONAL COUNCIL OF
JUVENILE AND FAMILY COURT JUDGES

WWW.NCJFCJ.ORG