

## **Statewide Training: Adult Treatment Courts Available Sessions**

### **Addiction and Psychopharmacology**

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*Note: Also offered as Psychopharmacology.* This session outlines the effects of alcohol and drugs on the brain, the most recent research in the arena, and stresses the importance and effectiveness of treatment to combat addiction. You will learn the difference between use, misuse, and dependence/addiction, as well as develop appropriate and attainable expectations for participants in your treatment court program.

#### **Learning Objectives:**

1. Describe the short- and long-term neurological effects of alcohol and drug use and their implications for treatment.
2. Recognize the short- and long-term general effects of alcohol and other drug use on brain physiology and behavior.
3. Learn the difference between use, abuse, and dependence/addiction and begin to develop appropriate and attainable expectations for offenders in your treatment program.

### **Beyond Trauma-Informed Care: Becoming a Trauma-Responsive Court**

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This trauma training curriculum is specifically designed to meet the needs of judges, focusing specifically on judges and other court professionals. Topics include defining trauma; the extent of trauma in justice involved individuals; the impact of trauma on substance use, mental health, and behavior; secondary/vicarious trauma; and steps on becoming a trauma-informed court. Specific evidence-based screens, assessments, and treatments are also discussed. This workshop is interactive and participatory with time for questions and problem-solving.

#### **Learning Objectives**

1. Learn what trauma is and why it is an important component of treatment court programs.
2. Learn how pervasive trauma is in justice-involved persons, especially people with substance use and mental health disorders.



3. Identify steps courts can take to become trauma-informed, including incorporating evidence-based trauma screening, assessment, and treatment to improve outcomes.

### **Building a Strong Recovery Community in Rural Areas**

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Recovery is a person-driven process with many pathways to health. When implemented within a supportive structure, such as a recovery community, the process is more successful. This session will explore the importance of a recovery community and look at existing recovery support structures in your community.

#### **Learning Objectives**

1. Explore the factors that drive recovery care.
2. Learn about the hub and spoke model of integrated health systems.
3. Understand the role recovery housing plays in building a community.

### **Building a Strong Recovery Plan Through Work with the Family**

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Recognizing when a family needs support is important, but whether they get what they need is often impacted by how we, as service providers and court officers, communicate with them. Effective family engagement occurs when justice practitioners actively collaborate with the family network throughout their involvement with the court or the child welfare system. This session will discuss compassionate strategies and communication techniques that have been proven to be successful in achieving that engagement. It will further provide an opportunity to learn the value of incorporating family therapy into substance abuse treatment, as well as the value of seeing parents and involved family members as the experts in the own lives, all of which result in a stronger recovery.

#### **Learning Objectives:**

1. Learn to distinguish between family psychoeducation, family integration, and family therapy.
2. Understand the value of incorporating family therapy into substance use treatment.
3. Provide a working definition of family engagement.
4. Recognize barriers to effective communication with families.



5. Describe compassionate, effective ways to communicate and engage the families

### **Building Ancillary Services Into Your Treatment Court**

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This session looks at the client's needs to assist treatment court teams in identifying resources to support their life in recovery. Treatment court teams create a plan for what best meets the needs of the client; however, engaging the client is important so that they take ownership and are empowered to embrace recovery. The session looks at specific ancillary services needed to help ensure success in recovery.

#### **Learning Objectives:**

1. Identify tools to help determine the client's needs.
2. Understand how meeting the client's needs reinforces a life in recovery.
3. Identify ancillary services needed to support someone in recovery.

### **Building and Maintaining Your Team**

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This session focuses on how to effectively gain the support of critical justice stakeholders and enlist their participation as active team members, including the judiciary, district attorney/prosecutor, public defender/defense bar, community supervision, law enforcement, and community treatment providers. It further builds into how to sustain their participation through effective team communication, collaboration, and training.

#### **Learning Objectives:**

1. Define your program's mission and goals to explain them effectively to stakeholders.
2. Learn to market the importance of participation by each stakeholder to gain buy-in.
3. Establish the initial expectations and responsibilities of each stakeholder.
4. Ensure sustainability through team wellness and education.

### **Client Engagement and Retention**

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Several factors have contributed to low participant numbers in treatment courts across the nation, and many continue to struggle with keeping participants engaged through program



completion. Although enrollment and engagement are common barriers, there are things you can do to increase both with your participants. This session reviews multiple strategies, including changes in eligibility criteria, social marketing, increasing buy-in from partners and participants, and tools for engaging and connecting with your team and participants.

### **Learning Objectives**

1. Understand the factors that lead to low enrollment and lack of engagement
2. Learn strategies for finding new participants and keeping those you have engaged
3. Hear ways to enhance your program offerings using social marketing concepts to create materials highlighting program benefits, to bring greater voice to your participants and to create positive connections with them

### **Collaborative Case Planning**

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The ultimate goal of treatment courts is participant recovery. To achieve this, treatment courts must not only treat substance use or mental health disorders, but also target criminogenic needs. Treatment providers develop treatment plans and supervision officers and/or case managers create supervision case plans. This can inadvertently lead to overwhelming the participant (too many goals at once) or conflicting goals (addressing different priorities first).

Integrated case planning not only puts everyone on the same page, but uses the same sheet of paper. In this interactive session, the presenters (a clinician and probation officer) will provide cross training on: a) the domains of risk assessments, identifying criminogenic needs and drivers; b) the diagnosis from clinical assessments and the ASAM dimensions; and c) how the information from the assessments should be used to develop an integrated case plan. But the work doesn't end there! Case plans are fluid and should be regularly discussed with the participant and during staffing; and updated as goals are completed and/or change. Additionally, the presenters will show how utilizing integrated case plans can provide opportunities to incentivize behavior change.

### **Learning Objectives**

1. Learn how to utilize both the treatment assessments and risk assessment to identify areas for intervention.
2. Learn how to help participants identify and develop SMART goals and strategies.



3. Learn how the use of integrated case planning creates opportunities for incentives, and provides the ability for the entire team to be involved in the participants' progress and success.

### **Constitutional and Legal Summary**

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*Note: Also presented as Law School 101.* Treatment courts must adhere to the constitutional and legal rights of their participants, and therefore treatment court professionals must develop a comprehensive understanding of what the law will and will not allow. This session will increase both the legal and clinical team members' awareness and understanding of the legal principles that could put the court jeopardy. It will also explore how to view the law as a tool for success rather than an obstacle, how to face challenges relating to ethics, HIPAA, confidentiality, due process, 12-Step programs and the law, and other constitutional requirements. Finally, it will review how the First Amendment, Fifth Amendment, and current case law affect your treatment court.

#### **Learning Objectives:**

1. Identify legal issues that occur in treatment courts.
2. Describe ethics laws that influence treatment court team member roles in the treatment court process.
3. Discuss current case law affecting treatment courts.
4. Recognize constitutional and due process issues that affect treatment court programs.
5. Identify how federal confidentiality regulations are applied in the treatment court setting.

### **Coping With the Death of a Participant**

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Drug overdose is now the leading cause of injury-related deaths in the United States, and May 2019 through May 2020 represented the largest number of drug overdose deaths in a single year in our history. Many factors have caused a disruption of treatment services and recovery supports, which has left individuals increasingly isolated and has removed critical coping systems and supports. The data points to the inevitability that your court will experience at least one overdose fatality among your participants. This session will discuss the need to respond to this crisis in a coordinated, comprehensive, collaborative, and compassionate manner. Employing a prevention-focused, public health approach, we will cover communitywide



prevention efforts, overdose education, response strategies, and various coping responses to employ following an overdose death. Several recommendations and resources will be provided, and there will be time for questions and answers at the close of the presentation.

### **Learning Objectives:**

1. Learn the nature and extent of the current drug overdose crisis, including some of the key factors responsible.
2. Learn and become familiar with prevention-focused, public health approaches to reducing drug overdose deaths.
3. Learn healthy ways you can help your team and participants navigate through a participant's overdose death.

### **Co-Occurring or Mental Health Court: It's the Same Thing, Right?**

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Co-Occurring Disorder Courts have a specialty docket for eligible individuals whose justice involvement has been exacerbated by co-occurring disorders (substance use disorder(s) and serious mental health disorder(s)). Mental Health Courts seek to improve the well-being of justice-involved individuals living with mental illness by linking them with court-supervised, community-based treatment. Eligible participants are those living with a mental illness that is related to their justice involvement and whose participation in the program will not create an increased risk to public safety. Some participants in Mental Health Court may have a substance use disorder as well. The question then becomes: which placement is correct: Co-Occurring Disorders Court or Mental Health Court?

### **Learning Objectives**

1. Participants will be able to identify the differences between Co-Occurring Courts and Mental Health Courts and the individuals each serves.
2. Participants will learn practical strategies for their teams to implement when working within these two courts.
3. Participants will learn evidence-based strategies and promising services for those with serious mental illness.



## Coordinator 101

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Coordinators are critical to the planning, maintenance, and evaluation of the treatment court. This means wearing many hats and fulfilling duties based on need, but what is the standard for being effective? This session will provide coordinators an overview of key areas of focus, provide new ideas, and a road map to improve your skills. Specifically, it will explore the core competencies of a treatment court coordinator, including case flow management, resource allocation, acquisition, budget and finance, visioning and strategic planning, building relationships, and program documentation.

### Learning Objectives

1. Acknowledge the key roles the coordinator has within the treatment court team.
2. Explore different approaches to managing your program.
3. Take away ideas to implement into your program.

## Criminogenic Thinking

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Criminogenic Thinking refers to the patterns and internal dialogue that lead to criminal choices, behaviors, and activities. There are many factors that play a role in how our participants accept and normalize these behavioral patterns, all of which must be interrupted to create change. Attendees will learn how to identify this thinking, employ simple strategies, including cognitive behavioral interventions, and build motivation with those rooted in their criminal thinking.

### Learning Objectives

1. Identify what criminogenic thinking is and how it impacts individuals.
2. Identify some of the challenges of addressing criminogenic thinking.
3. Discuss interventions that address criminogenic thinking and are designed to improve outcomes for criminal justice involved individuals

## Crisis Intervention Officers as Part of the Team

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Treatment court programs work with and provide services for a diverse group of people. Different life circumstances bring people to us for many different reasons. How we



communicate with many of these participants can have a lasting impact on future criminal justice interactions, the individuals' perception of self, and their willingness to trust the process that will provide access to services. The law enforcement community engagements should focus on maintaining public safety, building community support, and responding in a manner that is professional and designed to meet prevailing needs of the community. The CIT Model is grounded in the principles of dignity, understanding, kindness, hope, and dedication. All of which are cornerstones of interaction with participants in a treatment court program. One of the keys to successful interaction is how law enforcement communicates with participants.

Communication is a process that has a sender, receiver, and message. Much of how we communicate is impacted by environment. CIT officers are trained to engage in active listening and processing information for content and meaning. Their engagements with individual models listening as well as being heard

### **Learning Objectives:**

4. Identify the key components of the Crisis Intervention Team (CIT) model
5. Describe best practices for using a Crisis Intervention Team as a community engagement tool
6. Identify the benefits of using a Crisis Intervention Team as a community engagement tool with specialized populations

### **Developing Effective Treatment Plans for Persons with Co-Occurring Disorders**

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Persons with co-occurring illness (substance use disorder and mental illness) are in all types of adult treatment courts. Substance misuse is the most common and clinically significant co-morbid disorder among adults with severe mental illness. It is estimated that 70-74 percent of persons in the criminal justice system affected by co-occurring disorders. Co-occurring disorders can be difficult to diagnose due to the complexity of symptoms, as both may vary in severity. In many cases, people receive treatment for one disorder while the other disorder remains untreated. Early detection and treatment can improve treatment outcomes and the quality of life for those who need these services. Effective concurrent treatment planning is critical to positive outcomes both in treatment and in treatment court case-planning. The consequences of undiagnosed, untreated, or under-treated co-occurring disorders can lead to a higher likelihood of experiencing homelessness, recidivism and incarceration, medical illnesses, suicide, or even early death.





## Learning Objectives

1. Recognize the necessity of matching treatment approaches to the individual.
2. Recognize the necessity of providing a comprehensive continuum of treatment and ancillary services.
3. Learn the complex interactions between flexible treatment and case planning while maintaining integrity with the Adult Treatment Court Best Practice Standards.

## Developing the Treatment Continuum

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*Note: Also presented as Treatment and Clinical Case Management.* This session discusses the importance of treatment in the treatment court model, the various approaches and methods of treatment, ways to continue treatment after an individual graduates, and the importance of continuing care to maintain a recovery lifestyle.

### Learning Objectives:

1. Recognize clinical treatment services as the primary function of the treatment court model.
2. Learn the blending of primary clinical services with criminal justice case processing.
3. Recognize the necessity of providing a comprehensive continuum of treatment and ancillary services.
4. Recognize the necessity of providing continuing care after discharge from treatment court.

## Do the Adult Treatment Court Best Practice Standards Apply to Other Types of Treatment Court Types? What Fits, What Might Fit, What Doesn't Fit

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The Adult Treatment Court Best Practice Standards are based on research performed in hundreds of adult treatment courts. Do these standards and specific best practices apply to any of the other types of treatment courts? What are the differences between the participants in adult treatment courts and the participants in other treatment courts (DWI courts, family treatment courts, juvenile treatment courts, mental health courts, etc.)? This session will explore the research-based best practices for adult treatment courts and how they apply, might apply, or



don't apply to other treatment court types. It will also discuss some of the latest research in other (non-adult) treatment court types and whether it supports the adult treatment court best practices.

### **Learning Objectives**

1. Gain a deeper understanding of the treatment court model and the Adult Drug Court Best Practice Standards.
2. Learn about research on best practices for different types of treatment courts.
3. Learn about the practices that apply or do not apply across different populations.

### **Drug Testing 101**

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Effective drug testing in treatment court is essential to the overall success of the program. This presentation is designed to be a comprehensive review that provides information and strategies for building and maintaining a successful abstinence monitoring program. Collection strategies and result interpretation—two essential components of a credible testing program—will be discussed. Attendees will learn the reasons for testing, how to select clients for maximum abstinence surveillance, and what specimens yield the best results. Additional focus issues will include controlling sample tampering and the use of creatinine measurements, the application of EtG/EtS urine alcohol monitoring, the challenges of onsite testing, dispelling popular drug testing myths, and much more. It is intended to encourage practitioners to know more about drug testing than their clients.

### **Learning Objectives**

1. Learn the basic principles of drug testing.
2. Gain knowledge of effective drug testing to ensure the success of abstinence monitoring.
3. Learn which drug testing myths are true and false.

### **Due Process and Contested Termination Hearings in Treatment Courts**

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The law is a tool for success and should not be viewed as an obstacle. Treatment court professionals must develop a comprehensive understanding of what the law will and will not



allow. Learn how to face challenges relating to ethics, HIPAA, confidentiality, due process, 12-Step programs and the law, and other constitutional requirements as they relate to due process. Due Process considerations should be applied when issues of sanctions, terminations, and preventative detention arise in a treatment court program. Termination in treatment court should be rare, but it does occur. This session will discuss some of the key considerations when a program is considering participant termination.

### **Learning Objectives:**

1. Recognize constitutional and due process issues that affect the treatment court program.
2. Recognize ethics laws that influence drug court team member roles in the treatment court progress.
3. Understand the key information to consider in determining whether termination is appropriate.

### **Engaging Law Enforcement in Treatment Court**

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This session is designed to educate law enforcement officers on treatment court programs and the role law enforcement plays on the treatment court team. Law enforcement officers will better understand treatment courts, collaborations, and interactions with team members and participants. Law enforcement officers will learn the core knowledge, skills, and information necessary to be effective as part of the treatment court team. Course modules will educate you on developing your role as a member of a treatment court team or your capacity to support safer communities through community engagement with the treatment court program in your jurisdiction.

### **Learning Objectives:**

1. Increase understanding of law enforcement's role in identifying target populations to refer to local treatment court programs.
2. Identify decision points along the Sequential Intercept Model where law enforcement plays a vital role in identification, referral services, diversionary resources, recovery capital needs, and treatment court referrals.
3. Build collaborations between law enforcement and the local treatment court program.



## Identifying and Understanding Common Mental Health Disorders in Treatment Court

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*Note: Also presented as Mental Health 101.* This presentation will educate the layperson on the dynamics of many common co-occurring disorders that are often related to a substance use disorder. Furthermore, it will describe common behaviors that occur with mental health disorders and the different therapies that are used to treat those behaviors.

### Learning Objectives:

1. Learn the patterns of behavior that are common with certain mental health disorders.
2. Learn the different types of therapies that are commonly used for mental health disorders.
3. Learn the dynamics of co-occurring mental health disorders.

## Impact of Motivational Interviewing for Treatment Court Professionals

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Motivational Interviewing is designed to help participants see what matters to them and helps them to be engaged, feel valued, and develop a vested interest in their long-term recovery planning and case management. Through Motivational Interviewing the participant has buy-in and a voice in identifying goals and a value system that gives them a major role in recovery planning.

### Learning Objectives:

1. Learn the principles and skills needed to deliver court responses effectively.
2. Gain an in-depth understanding of Motivational Interviewing as a technique to assist clients in changing their behavior.

## Importance of Self-Care

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This presentation will educate treatment court professionals about the importance of self-care, including why self-care needs are important. You will learn steps to preserve your mental and physical health, including how to speak up for yourself, all of which boost self-esteem and produce a more productive work environment and work product.

### Learning Objectives

1. Recognize the warning signs of stress.



2. Learn self-care techniques and strategies

### **Improving Criminal Justice Responses – A Trauma-Informed Approach**

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Although prevalence estimates vary, there is a consensus that high percentages of justice-involved people have experienced serious trauma throughout their life. The reverberating effects of trauma experiences can challenge a person's capacity for recovery and pose significant barriers to accessing services, often resulting in an increased risk of coming into contact with the criminal justice system. Trauma-informed criminal justice responses can help to avoid re-traumatizing individuals, and thereby increase safety for all, decrease recidivism, and promote and support recovery of justice-involved people with serious mental illness. Partnerships across systems can also help to link individuals to trauma-informed services and treatment for trauma. (Policy Research Associates-2020)

#### **Learning Objectives**

1. Increase understanding of trauma.
2. Create an awareness of the impact of trauma on behavior.
3. Develop trauma-informed responses.

### **Incorporating Peer Recovery Support Into Treatment Courts: Practice Guidelines for the Field**

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*Note: Also presented as Peer Recovery Supports in Treatment Courts.* The use of Peer Recovery Support Specialists (PRSS) in treatment courts continues to grow and teams report great value in the addition of this resource. As teams consider adding or enhancing the PRSS within their program, there are naturally many operational questions. This session will explore the research on using PRSS in varied criminal justice interventions and state certification processes. Participants will be provided with an in-depth overview of the newly released guidelines for the use of peers in the treatment court model.

#### **Learning Objectives:**

1. Understand the purpose and function of the PRSS within the treatment court setting.
2. Gain knowledge of state certification processes and the extent to which PRSS are used within the treatment court field.



3. Review and gain an understanding of the new All Rise PRSS Guidelines.

### **Law Enforcement and Community Supervision Working Together**

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Law enforcement and Community Supervision working collaboratively plays a vital role in supporting the recovery process and recovery management of participants outside of treatment and the courtroom setting. This collaborative partnership helps to support long-term recovery, enhances public safety, supports the participant's transition out of the justice system, and helps to connect them with the communities that they will live and thrive in upon program completion. This session will discuss how to develop those relationships, build collaborative joint-response partnerships, and engage participants in the communities to which they are transitioning.

#### **Learning Objectives:**

1. Recognize the collaborative roles of law enforcement and supervision.
2. Discuss shared duties and responsibilities which enhance participant engagement, program participation, and outcome.
3. Learn about effective ways to build trust and support the participants during the program

### **Medications for Opiate Use Disorder**

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This session is recommended for full treatment court teams interested in learning about medications for opioid use disorder (MOUD) and how to incorporate the use of the FDA-approved medications into their programs. Opioid use disorder has quickly become a national crisis, as communities are seeing the number of deaths from drug overdoses overtake those from car accidents. Research has shown that the use of medications for opioid use disorder, in combination with treatment for substance use disorder, is effective and can help people sustain recovery.

#### **Learning Objectives:**

1. Learn the biological basis for substance use disorders and identify the goals for treatment.
2. Know the medications currently approved by the FDA for the treatment of opioid use disorders.



3. Learn the key indications and contradictions for medications used to treat opioid use disorders.
4. Recognize how physicians decide on treatment changes and reduce the risk of diversion.

### **Mental Health Approaches in a Judicial Setting**

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This session will discuss information that the judge and team should know for conducting court with individuals with mental illness, including what information to share, when and where to share it, and what to do with that information. We will also discuss approaches for the judge to use with participants from the bench in the treatment court setting.

#### **Learning Objectives:**

1. Understanding the big picture of how to address each participant: their risks, needs, and skills they need to develop.
2. Understanding what information we need, what to share, and what to do with this information to best help the participant.
3. Understanding what the judge can do to best engage and help the participant progress from their time with them from the bench.

### **Motivational Interviewing from the Bench**

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Treatment court participants often enter treatment court to avoid custody or other unfavorable consequences. They do not necessarily have a desire to make fundamental changes in the way they live their lives. As treatment court professionals, we are aware of this fact and accept high risk/high need participants without trying to gauge their actual motivation. The extrinsic motivation associated with seeking to escape undesired consequences is often enough to get participants into the program; however, in order to support long-term change, the motivation must become internal and that of the participant. Motivational interviewing techniques can help move the participant along the stages of change, from extrinsic motivation to intrinsic motivation. In this session we will explore the basic principles of motivational interviewing as well as examine some practical techniques that can be employed during our interactions with participants.



**Learning Objectives:**

1. Explore the concepts that support motivational interviewing techniques
2. Understand how motivational interviewing can encourage and support change
3. Identify examples of motivational interviewing techniques that may be employed from the bench
4. Discuss how these techniques fit within current best practices standards

**Multidisciplinary Teams: Know Your Role**

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This session outlines the basic concepts of team development and includes interactive exercises to demonstrate ways to handle team issues, such as transition and conflict management.

**Learning Objectives:**

1. Identify the elements of effective teamwork and different teamwork models
2. Understand new perspectives on effective teamwork and dynamics within your team

**Phase Structure and Program Advancement**

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This session will provide an overview of why treatment courts should have a clear phase structure that addresses participant needs in a manageable and effective sequence. The overview will highlight the participants progress to the next phase when they have achieved specific, attainable goals necessary for them to accomplish more challenging long-term goals. This progression is separate from the participants' treatment plans and is not based on the level, dosage, or type of treatment they are receiving.

**Learning Objectives**

1. Learn the importance of using risk, need, and responsivity in developing phases.
2. Learn the necessity of program phases that are consistent with treatment requirements and goals
3. Design written materials that adequately communicate what is expected of participants during each phase of the adult treatment court program.





## **Prosecutor and Defense Working Together Effectively (co-presented)**

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The standards of conduct for prosecutors and defense attorneys support being involved in programs that improve the justice system. Treatment courts that operate within best practices are proven effective criminal justice interventions. Prosecutors and defense attorneys can work within the treatment court model to help participants make decisions that improve their lives beyond their court involvement. Not only does the participant benefit, but the community benefits from reduced recidivism and cost savings. This session will examine best practices and how attorneys can effectively operate within the system.

### **Learning Objectives**

1. Identify standards of conduct for prosecutors and defense attorneys in treatment courts.
2. Learn how to advocate for the client within the non-adversarial principle of treatment court.
3. Review best practice standards from the attorney's perspective.

## **Recovery Capital and Collaborative Case Management**

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While utilizing substance use disorder treatment is critical in the treatment court model, what other elements are important to bring about long-term recovery for clients? Research over the past two decades has found that individuals with strong concentrations of personal, social, and community capital are more likely to sustain long-term recovery. But what exactly does this mean, and how do we operationalize this in the treatment court model? This session will introduce participants to the concept and definition of Recovery Capital.

### **Learning Objectives**

1. Explain the research finding on the importance of assessing and building personal, social, and community capital to strengthen long-term recovery beyond the treatment court program.
2. Learn how to move these concepts into practice throughout their program, with a specific focus on applying the recovery capital framework in staffing and case management.



3. Teams will learn how to move these concepts into practice throughout their program, with a specific focus on applying the recovery capital framework in staffing and case management.

### **Recovery Management: Helping People Move from Active Addiction to Lasting Recovery**

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*Note: Also presented as Understanding Recovery Management.* Recovery is more than abstinence. Recovery is more than remission. Recovery is a process of change through which individuals achieve remission from substance use disorder (SUD), improve their health and wellness, live a self-directed life, and strive to reach their full potential. Research demonstrates that recovery is not only possible, it's probable. Most people living with SUD will eventually achieve stable, long-term recovery. Unfortunately, not everyone has the same likelihood of moving from addiction to recovery. This session will explore the critical steps in achieving stable recovery, the factors that differentiate those who recover from those who do not, and how treatment courts can help.

#### **Learning Objectives**

1. The essence and characteristics of addiction and recovery.
2. Five essential steps that anyone seeking recovery must accomplish.
3. How a person's capacity for stable recovery is measurable and able to be improved through effective treatment and recovery management.

### **Relapse/Recurrence Prevention and Response in Treatment Courts**

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The importance of individualizing treatment plans to meet the specific needs of the client and to provide the best avenue to successful treatment cannot be understated. Equally as important is utilizing evidence-based, manualized treatment interventions. At face value, these two practices appear to conflict with one another or, in the very least, difficult to implement. They are tools to help clinicians look at relapse vs. recurrence in the recovery journey. These are tools designed to develop individualized plans and minimize the harms of relapse/recurrence. This session will provide insight and direction on how to individualize treatment plans while utilizing manualized treatment; critical to maintaining fidelity to the Adult Treatment Court Best Practice Standards. The overall goal of the session is to understand the complexity of incorporating evidence-based treatment into individualized case planning.



**Learning Objectives:**

1. Learn how “relapse/recurrence” differs in clinically significant ways from “continued or resumed use.”
2. Understand the essential components of successful relapse/recurrence prevention planning and programming.
3. Learn how to effectively reduce the risk of relapse/recurrence and to minimize the harms of relapse/recurrence if it occurs.

**Risk/Need Assessments Versus Clinical Assessments**

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You’ve heard that treatment courts are most effective with high-risk/high-need participants. With that said, many obstacles can impact our ability to get a client into treatment court. This could include ineffective screening and assessment processes. For a treatment court program to effectively identify and help treat a participant, to know that the participant meets the program criteria, and to know that the treatment selected worked (or is working), it must first engage in a risk assessment and a clinical assessment of the client. Risk assessments inform decisions throughout the criminal justice process; clinical assessments inform treatment decisions throughout the treatment continuum. This session explores the differences in criminogenic risk screening and assessment tools and the need for comprehensive clinical evaluations.

**Learning Objectives:**

1. Clarify the differences between risk assessments and clinical assessments, including their respective purposes and applications within the treatment court context. Address common obstacles in screening and assessment processes to ensure accurate and comprehensive evaluations.
2. Demonstrate how mutually reinforcing aspects of risk and clinical assessments can be used to inform treatment planning

**Role of Assessment Tools in Determining Substance Use Disorders**

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The ASAM (American Society of Addiction Medicine) criteria is most widely used and comprehensive set of guidelines for placement, continued stay and transfer/discharge of



patients with addiction and co- occurring conditions. This presentation highlights the difference between a screening tool and the assessment process. It emphasizes the importance of identifying a treatment provider and using licensed clinicians to conduct screenings and assessments. The assessment process coupled with developing clinical case plans is key to establishing a foundation for long-term sustainable recovery. When clinical case plans are developed based on ASAM criteria and the team understands severity of substance use disorder and the wrap around services needed to compliment recovery, participants get better. The presentation highlights the importance of a good clinical assessment and on-going assessments to ensure the success of the participant in treatment, which starts with placement in the level of care needed to meet the participants underlying needs.

**Learning Objectives:**

1. Understand the difference between screening tools and the clinical assessment process.
2. Understand what ASAM placement criteria is.
3. Learn the importance clinical assessments in developing recovery-oriented case plans.

**Roll Call: Law Enforcement Engagement on Treatment Courts**

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This training is designed to provide law enforcement officers with some of the key tools to build an agency- wide understanding of treatment courts and other diversion programs, develop standard engagement protocols, and improve public safety outcomes for jurisdictions. The training will enable law enforcement officers to identify standard operating procedures, recognize the importance of both the multidisciplinary approach and the implementation of community policing in addition to the impact of vicarious trauma within the law enforcement community.

**Learning Objectives:**

1. Discuss key competencies for law enforcement.
2. Identify collaborative opportunities between law enforcement and other team members.
3. Discuss the benefits of engaging law enforcement with program participants.



## **SIM and the Justice Involved Population**

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The Sequential Intercept Model (SIM) is a framework designed to guide community responses to individuals with mental health and substance use disorders within the criminal justice system. This model identifies critical points, or “intercepts,” where interventions can be made to prevent individuals from advancing further into the criminal justice system. Implementing SIM in community policing initiatives can significantly enhance the ability of law enforcement to effectively interact with individuals facing mental health crises, reducing unnecessary arrests and promote community health and safety. Additionally, this model can improve cross systems communication and collaborations to address public health issues that intersect with criminal justice.

Treatment courts, such as drug, impaired driving, mental health, and veteran’s treatment courts, sit within the Sequential Intercept Model (SIM) by providing targeted interventions at specific points in the criminal justice process. There are many “lessons learned” from the treatment court field and Best Practice Standards (research-based standards) on adult treatment courts that are transferable across the intercept points. This session will explore the role of law enforcement and justice partners in identifying the intercepts, resources and processes whereby individuals with mental health or substance use disorders can be diverted from the traditional criminal justice system and connected with treatment and support services.

### **Learning Objectives:**

1. Have a thorough understanding of the Sequential Intercept Model and its application in treatment courts and community policing.
2. Develop actionable plans for collaboration with local stakeholders.
3. Be prepared to contribute to reducing unnecessary incarcerations and promoting community-based support systems.

## **The Role of Law Enforcement**

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This session is designed to educate law enforcement officers on treatment court programs and the role law enforcement plays on the treatment court team. Law enforcement officers will gain a better understanding of treatment courts, collaborations, and interacting with team members/participants. Law enforcement officers will learn the core knowledge, skills and information necessary to be an effective part of the treatment court team. We have course modules to educate you on developing your role as a member of a treatment court team or your



capacity to support safer communities through community engagement with the treatment court program in your jurisdiction

**Learning Objectives:**

1. To increase understanding of law enforcement's role in identifying target populations to refer to local treatment court programs.
2. To identify decision points along the Sequential Intercept Model (SIM) where law enforcement plays a vital role in identification, referral services, diversionary resources, recovery capital needs, and treatment court referrals.
3. To build collaborations between law enforcement and the local treatment court program

**Trauma Awareness and Resilience Strategies for Work and Life**

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Our work comes with tremendous stress, trauma, and pressure. Each day we serve people who are struggling and are witness to and exposed to tremendous amounts of trauma, sadness, and dysfunction. At the same time, we are faced with structural and systemic challenges around safety and security, funding, technological change, and a list that goes on and on. Do you ever ask yourself whether you are going to survive this work? Do you wonder if you can continue to rise to the challenge, get everything done, and stay engaged? We will delve into the nature of the problem so we can understand what prolonged stress and exposure to trauma do to us and our teams. But more importantly, we will explore research-based practices and solutions that each one of us can implement to meet these challenges and achieve ongoing health, satisfaction, and performance. We can survive and even thrive by focusing on and implementing mindful resilience strategies.

**Learning Objectives:**

1. Learn the impact that stress, trauma, and constant pressure in our work have on us and the people we work with.
2. Identify and begin planning how to implement clear strategies and workable solutions for moving toward better health, performance, and resilience as people and organizations.
3. Learn ideas and strategies we can implement to lead our teams to be more mindfully effective, better prepared, and positioned to respond to the changes and challenges that will surely keep coming.



## **Trauma-Informed Practices in a Court Setting**

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We know outcomes are improved when criminal justice professionals utilize trauma-informed practices. This session will discuss how to do so, specifically with information from the Substance Abuse and Mental Health Services Administration (SAMHSA) GAINS Center. Attendees will increase understanding and awareness of the impact of trauma, develop trauma-informed responses, and be provided strategies for developing and implementing trauma-informed policies.

### **Learning Objectives:**

1. Increase understanding of trauma.
2. Create an awareness of the impact of trauma on behavior.
3. Develop trauma-informed response to client interaction.

## **Treat With RISKpect: What Clinicians Need to Know about Justice-Involved Individuals**

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The Adult Treatment Court Best Practice Standards state that treatment courts are more likely to be effective if they have substantial experience working with justice-involved populations. A significant percentage of substance use disorder treatment programs do not offer specialty services for high-risk and high-need persons involved in the criminal justice system. This session will take a deep dive into the fundamental principles of risk and need responsiveness (RNR) within the context of clinical treatment by exploring ways to identify and address specific risk factors and the needs of individuals. Additionally, the session will provide practical strategies emphasizing developing individualized treatment plans while maximizing engagement and minimizing risk for recidivism or treatment failure.

### **Learning Objectives**

1. Gain practical skills and strategies to enhance the effectiveness of clinical treatment by applying the RNR principles.
2. Develop strategies for matching interventions with risk levels and individual needs.
3. Explore ethical considerations and challenges in implementing RNR Principles in clinical practice.



## **Treatment Doesn't Treat People, People Treat People**

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Outcomes are a combination of technical aspects (treatment approaches) but also relational aspects (how we think about participants and how we behave towards them). Research finds it matters greatly how you approach and talk with program participants. Judges, team members and providers can extend relational skills that improve Specialty Court outcomes. Join this session to learn how emerging research tells us relational factors account for more towards behavior change outcomes. With everyone focused on the end-result of sobriety and preventing recidivism, join this session to unpack how we get there. The relational mindset says we don't strive to win the victory; we strive to be the victory through our approach.

### **Learning Objectives**

1. Describe at least three relational aspects that positively influence outcomes.
2. Differentiate between technical aspects to outcomes and relational aspects to outcomes.
3. Describe how a sole focus on outcomes could dehumanize treatment.

## **Treatment Providers Working Effectively with the Team**

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It is no surprise that treatment courts would not be successful without quality treatment providers and teammates! This presentation will focus on the critical role of the treatment provider on the team, including roles and responsibilities, an exploration of the clinical services that should be offered, more effective ways to communicate during staffing, and maintaining ethical boundaries. The discussion will also include looking at various issues including confidentiality, effective treatment approaches, the importance of medications for opioid use disorder (MOUD), potential conflicts, dealing with relapse, etc. The discussion will help treatment providers work effectively within the treatment court setting while providing the best care to their patients.

### **Learning Objectives**

1. Understand team roles, including the responsibilities of the treatment provider
2. Learn best practices for treatment providers
3. Review the importance of MOUD in working with treatment court participants





## **Understanding the Continuum of Care**

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This session outlines the effects of drug and alcohol on the brain. It discusses the most recent research in the area and stresses the importance and effectiveness of treatment to combat drug addiction. Additionally, the session looks at the range of treatment responses and how they should be applied to meet the unique needs of participants at different risk levels.

### **Learning Objectives**

1. Learn how trauma is defined and the different category/types. 2. Learn the impact of trauma.
2. Identify some screening tools that are commonly used to identify trauma.
3. Identify evidence-based treatment being used to treat people with trauma

## **What Probation Officers and Judges Need to Know About Evidence-Based Probation Services (judge and probation co-present)**

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This segment will explore the critical role of evidence-based probation services, unraveling their effectiveness and significance in ensuring compliance and support. The faculty will discuss core correctional practices and Motivational Interviewing in supervision, as well as from the bench. In addition, attendees will better understand how to apply incentives, sanctions, and services adjustments as they work with people impacted by substance use disorder.

### **Learning Objectives**

1. Describe the cognitive process that can lead to risky behavior and how to disrupt that behavior.
2. Identify motivational Interviewing practices that can be used from the bench.
3. Explain the application of incentives, sanctions, and service adjustments.
4. Describe common barriers and challenges each discipline faces when working with the treatment court population.
5. Identify effective strategies each discipline can use to overcome these barriers and challenges.
6. Negotiate obstacles within the context of the prosecutor-defense counsel for the betterment of the team and participant outcomes



## **When Incentives and Sanctions Don't Work: Responding to Addiction-Driven Noncompliance**

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Incentives and sanctions, also known as contingency management, are essential to treatment court success. When properly used, they are a powerful tool for improving client behavior and program outcomes. Treatment courts achieve better outcomes when practitioners understand the science behind behavior management and apply the principles. The research is clear; reliably impacting participant behavior requires both consistent reinforcement of positive behaviors and reliable responses to undesirable behaviors. Nonetheless, despite our best intentions (and perhaps the best intentions of the participants), sometimes incentives and sanctions don't work. For some participants, our responses to behavior seem to have no impact. To truly change behavior, we must understand and respond in ways consistent with decades of research and achieve the desired outcome. This requires understanding who the individual is, what risks and needs they present, and setting up programming that carries the best chance of lasting behavior change. We discuss the essential elements of effective behavior modification in a treatment court and reveal what actions a program should consider when its efforts appear futile. This session will examine the difference between compliance and behavior change, effective practices in responding to behavior, and setting up programming based on the individual's risk and need.

### **Learning Objectives**

1. Understand the science underlying incentives, sanctions, and other responses in treatment courts.
2. Understand the essential elements of effective behavior modification in treatment courts.
3. Discuss when contingency management doesn't work and actions a program can take to address those causes of failure.

