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Thank you for joining us. Let's get started. My name is Eloisa Chaparro I am the program specialist with the national Council. I will be assisting the presenters with the presentation. The forward begin, we want to get familiar with the Adobe connect tool. Let me provide you with a brief overview of how you can interact with the presenters. During the presentation, we will have everyone muted. If you have questions or comments, during the presentation we are asking you to use the checkbox feature. It's located on the right of the screen. It looks like folks have started typing in there. If you look about it, there is a pod called the file you can find a PowerPoint for today's presentation located there and available for download.

First we want to know how you are participating in today's webinar. If you are joining us with your team, in a conference room setting, we would like for you to click on the person with the hand raised icon and click on the raised hand. We would also like for you to type in the chat box the name of your jurisdiction and the county from which you are joining. If he can let us know how many folks are joining you.

For folks joining us on the own we would like for you to click on the down button or the raised hand icon is and for you to click the agree button print. We would like for you to type in your first and last name and let us know where you are joining us from. Your city and state.

We have folks from all over the place. This is great.

While everyone is typing in the information I want to let you know we have a separate view for our presenters were we can see everyone in the room. If you have any questions you can select the hand raised but not the check box and we can - - address your questions and comments.

We want to mention that the points of view expressed in today's webinar or those of the presenters and do not represent the official position or policy of the funders that the office of juvenile Justice and prevention or the Department of Justice. If you have questions or have any technical issues type those in the checkbox. And looks like everyone has gone familiar with the Adobe connect. I will go ahead and get started with today's webinar. Please welcome Wendy Schiller our presenter.

Hello everyone. I am staring at the checkbox going crazy. I'm excited to look at all of the folks on the line today. I will be presenting with Jessica Pearce and she will help me during the presentation. We should note, that the three-pronged approach was developed and we gave that webinar a few weeks ago. My colleague Jessica Pearce said how about we do another webinar for each of the three prongs. We quickly put together more in-depth information about each of the prongs. This was a very good exercise for us. We hope you enjoy the webinar.

Just a little about me. A lot of you know me and I have worked with you before. My name is Wendy Schiller and I've worked for the national Council of juvenile and Family Court Judges for 13 years. This is me. I'm in the middle of all of my grown children. They are beautiful. The baby is not mine. That is my grandbaby. I want to give you a good picture of what I look like if I haven't seen you before.

I am interested to know how many of you participated in the first webinar. On the three-pronged approach. Eloisa will put a poll up and I will ask you to answer that question.

The majority of you did not attend the first webinar. It looks like the results are coming in.

That is okay.

I think it will work the same. But that is interesting to know.

I will put a link for the recording of that webinar in a chat.

During today's webinar, the objectives really are for all of you to be able to learn, understand, and implement. We will learn about contingency management theories and privilege reduction strategies. Hopefully it will get everyone to understand why this works with kids, and how it can be the court's therapeutic response. Then we will go through ways the court can implement a continuum of responses and then also think about continuous quality improvement as they implement this approach. Those are our main objectives. Some of this information I want to use from the last webinar we had. Because I want to use it as a touchstone. When we are thinking of behavior change or incentive we sort of all understand the way we are supposed to do it. That is supposed to be fair immediate, consistent, individualized, and have a 4 -to-1 Ratio. Last time I spoke about how that was easier said than done. And so that is what prompted us to move forward and develop a three-pronged approach. In many things there are first-generation, second-generation, of operating systems. And changes in what takes place. I think we before with incentives and sanctions in juvenile drug courts, we were at a 1.0. Now we're moving towards a 2.0. Hopefully we won't go two, three, four, five, six like the iPhone and that this was the new edition, the iWedding band with the new tracking device. Maybe will be making changes. The point is when we develop first-generation, second-generation, we are thinking out - - about making dated driven decision. We are taking the information we have and making improvements in creating the next generation.

That for us, at the national Council is the three-pronged approach. This is the way we think of incentives and sanctions. We think about creating structured set of policy and procedures allowing us to have concrete responses and the ability to monitor and analyze those responses. We are really thinking about boosting the amount of incentives we give. Instead of thinking about this this structures those graduated sanctioned grids we had available to us. When I think about continuously management it's really just thinking about what is accurate. What is it that we will use. To help us motivate for the change we desire. This is the definition on their it's a long one. He will have the PowerPoint, but more importantly, where I took this from, is this book. When I purchased this book several years ago, it's the fireworks started going off. And how I thought about how this could be practically implemented in juvenile drug courts. I purchased this book from Amazon.com. What it does is it gives you a complete structure to go through to implement a most valued privilege. I will go into more detail about what a most valued privileges. This is the first place I started when I started thinking about how this would work for juvenile drug Court. So a most valued privilege is something the youth values and that they will work hard to earn. It is something the youth family caring adult and the team will work to develop. Maybe using inventory, sheets or interviews to figure out what this most valued privileges. From now on I will just call it an MVP. So we will work hard to figure out with this MVP is preferably you are thinking of something family base. What will happen is this privilege is just either given or taken away. It's given with every clean drug screen. It's taken away with every dirty drug screen. That's how an MVP works. It creates this concrete fair, individualized, consistent way for juvenile drug Court teams to respond to this single thing. Cleaner or dirty. It makes it so we can respond every single time. So the kid comes in, tests clean, they get their privilege. They have this privilege. That has been identified by then, that they will work to give an it is agreed upon by the family and the team. The kid comes in the next time, and they are dirty, that privilege is immediately taken away. As soon as they give you that clean UA that privileges given back. That is basically what the most valued privileges. It's a fair, consistent, individualized approach. A way to respond. In a therapeutic way. In a juvenile drug Court. What you think it does is really helps the court

think about this response in a way that is based on engagement rather than based on control. It is - - it's not what will happen to you if you don't give me a clean UA, it's about what I can give you if you do. What you can earn. It's a lot of words and information about a most valued privilege and you don't have all the information. Let's think about this. In terms that may be adults can understand. Basically, if we think about all the things that are probably causing us harm, maybe diet soda, maybe coffee, cigarettes. It may be bench watching TV or Netflix. All of those things we do and maybe we think we should quit. What are some of the things, I'm going to try to get you to write in chat here what things you are thinking about that you need to quit that may not be super healthy for you. But maybe you need a motivator to help you do it. Do you have anything like that, just quick

You asked me about this earlier. One of my bad habits is that I bite my fingernails. It's a terrible habit. I would like to stop. And so I was thinking about what it would take to get me to stop biting my finger nails. I have done it my entire life. And so it would be really hard habit to break. I was thinking about how I could change that. Do me to talk about that now are waiting to you talk about [Indiscernible]

Let's see what some of the participants - - going to bed too early. Sugar is a good one.

My husband, he cannot manage to get to bed early enough. Every day he's like I'm so tired. I am just like just go to bed earlier. It's too many things to do.

For me it's coffee. It's not even that I have one cup of coffee is that I drink it all day. Even at 9:00 at night I will drink a cup of coffee. Energy drinks. Yes. All of these things we do every day and then I think about Jessica it dawned on me yesterday, I think what if I was required to quit coffee and my doctors that I had to quit, and then they tested me for coffee. Every day. Or 2 to 3 times a week like we suggest. What would happen? It seems interesting. Thank you for your input.

I think there is a wide range of what people are putting in chat. It's important to think about we are sort of all struggling with this. But now let's think about like if we were thinking of our most valued privilege, that may be your doctor, maybe your spouse, may be a good friend would be in charge of. That would motivate you to quit these things. What would be that most valued privilege that if it - - if they took it away it would hurt. It would hurt for you. What is something for you, Jess?

When I was a kid to get me to stop biting my nails my mom - - I nails my mom put that nasty tasting stuff. I just ate around because I ate my nails the matter what. It worked badly because it didn't make me stop the behavior. And I was defiant. What would she do? When I was thinking about what would incentivize me, I was thinking about my Kindle. I love my Kindle. If you took my Kindle away, every time I get my fingernails, I think I would probably be willing to stop biting my finger nails.

For me with coffee, what would you take away and may be and I don't know if I am trading off one sort of [Indiscernible] for another if you took away for me it's my cell phone. In the morning when I wake up I like to get my cell phone out and read through NPR stories. My stuff was to take that away for me every day that I drank 3 cups of coffee or more, I would be pretty incentivized to limit my coffee to one. I want to wake up slowly and think about what is going on in the world. That's important to me. I think that's a good example. We have some people writing some things in chat about what they would give. What their most valued privilege would be. I like Shelley's. She would need a nice car. It would help her not to speed.

If you take his car away they would be willing to change the behavior. I think that's totally true. I like Cynthia too. Like if you pay me I would be willing to change. For some people money is the money - - a motivator. For other people it's not. It really goes to show it is specific to the individual about what gets

people motivated to change.

I think that is a good thing to point out Jessica. Let's take another poll. We sort of talked about what a most valued privileges. I am going to go into it and a little more detail you have a little bit of information and if you listen to the first webinar you have even more. What do you think about how comfortable are you with this type of response? Do you love it? Do you want to implement right now? Do you need more information? Do you think this is crazy? Like we can't retire - - respond to dirty UAs like this.

This is anonymous. I can't see. If you want to say it's crazy you are welcome too. The results are coming in. It's some people love it, a little bit more, need some information we have a couple that are like this is a little weird.

Fewer people saying this is crazy than I thought. I thought a lot more would be this is crazy talk. That is good news. Let me try to give you some more information to make you more comfortable because it is a weird feeling. A lot of our work in juvenile justice and criminal justice is about control and accountability and this is switching to think about moving more into a ^ base. I want to put a Carrot up and get you to do that. Maybe I won't think about a stick. As much at the beginning. Some of the reasons why. The most valued privilege continues management. It's a framework under continued C management. The theories are based on cognizant behavioral therapy. This has been proven to work with adolescents. It's vastly used in outpatient settings. It provides a response a dirty way that's fair and consistent and individualized. Stressing that and I think it's important because that is what we know works with the research behind incentives and sanctions. Those things would have to be present, fair, consistent individualized and also when you get the book and you read the book I making that assumption that you will get the book. You will be able to - - Hagler and his colleagues wrote they did a study where this was implemented and it's a very small sample but it's promising. We have these why. Then there are practical reasons why. A lot of times when I go in and I am observing court, the thing I see is two ends of the spectrum. I see courts responding to deity UAs in a therapeutic way so they have their graduated sanction grids and I see courts, one dirty way one day in detention to two days in detention, so it's graduated but it's very punitive. I've other seen the other end were drug testing occurs and no one is responding to it. Beyond just you need to get clean next week. So no real incentive if - - there. I think that continuous management can implement a most valued privilege is that concrete response every single time that the thing that really gets us to change behavior is the consistent response. The immediate, consistent response. That is the most important part. Another practical reason, to implement this is that it will stop the discussions about the mitigating factors. To dirty UAs. All the things that go into - - all the excuses maybe the excuses that they didn't even get to the drug testing center or the team couldn't find them because of all these reasons. I've been in pre-court staffing where this discussion goes round and round it's very circular. I think that happens because the team hasn't figured out what is the response how my going to respond to this. In a way that fits what happened. It's a good way to track incentive and/or sanctions that correspond with clean or dirty ways. The team is tracking this and you can figure out what is working and when it is working. And when it should be implemented and when you can take it back just a little bit. All of these reasons, these practical reasons really go along with the research of how we are going to implement incentives that work. So Jess I notice a bunch of conversations going on in chat. What is the word?

Came in that asked if this was specific to UAs or if this was something you would use with other behaviors. And so I responded. Really the thing to remember about this with the MVP is this is the problem we want to use one we are responding to UAs. The reason we think it makes sense for UAs is because the reason kids are coming to drug court is that concurrent substance abuse and the liquidity. It makes the most sense that UAs were the way that we know either kids are being compliant with the program or not. Most of the other requirements we have for kids in the drug court are about things we

want them to be better about. We want them to go to treatment and we want them to go to school. We want them to have better family interactions. We want them to learn how to write a check and be good citizens. The reason they are in court is they have concurrent substance abuse to liquidity. It makes the most sense to have specific responses around that. Then we have our other prongs to help promote those other behaviors we want. This is the one that gets to the heart of why we have a drug court at all. Right. I think what it does is it helps the team step back and think about why are we drug testing. That is a good question to start with. If you are thinking about do we want to implement an MVP? Why are we drug testing? Is to insert services. It's not to catch them. It's the way that you monitor youth so that the treatment provider can step in and talk to the kid about thinking errors, decisions, who they were with, what was happening and the treatment providers will do all of this then we are recognizing we are in a court. This is still a court, so treatment will step in and they will do the good treatment stuff that happens. The court still needs to respond because it's a juvenile drug Court. An MVP can be the courts therapeutic response. That is a good question to start with. Why are we drug testing? Is not simply just to catch them. It's about insertion of treatment. The

I want to chime in one more time to mention when you talk about the dichotomy we see between courts that are either super punitive about the drug tests are super lacks. I think when you think about courts that are trying to be therapeutic, a lot of times that's what they will go on the lacks side. Where they will say we understand it's a process and relapse happens and they are trying to be thoughtful and responsive. The problem is is that it's court programs and court personnel are not trained in how to get kids to change. I think one of the things we helped try to create with this is a tool for courts to be therapeutic without having to say we are going to ignore the behavior we told you not to do and therefore undermine the authority.

Exactly. That's a perfect point, Jessica.

When we think about this, and how we might want to put this in place, it's really about developing a continuum of responses. Where we are thinking of starting with engagement. And putting in privilege reduction in thinking about when those things don't work accountability and then we do get what we want, we go right back to engagement. It's sort of like the framework I want to give you if you are thinking about implementing this. You are thinking about using a continuum of responses, because there will be plenty of things to consider. I understand you simply will not say now we are doing the MVP. There will be many things that go into does that have to be considered. For one, you have to think about how many times will you go back to the drawing board? If you use a most valued privilege? Thinking about connecting with the kid and figuring out what that most valued privileges will not be as easy as just asking him. It won't be as easy as having a list to choose from. You'll think about how many times you may do it. Then you think about when will I put a graduated sanction in place. What this does, is it gives you, it gives the team objective measures to. If you've ever heard me speak before if I worked with your team sort of access with thinking about things the team can count. It is sort of think about counting the MVP and what you'll put in place. What I think that looks like a something like this. If we identify the MVP with the youth and family and then maybe we monitor that for two weeks, we asked the question to the response were? So if we say yes, it probably means we are getting more clean UAs than not. In the team would actually have to identify and internal - - an internal rate they would be happy with. Recognizing they probably won't get 100% compliance. You will shoot for that but you might recognize that. And then if it's not, we are getting more dirty than we go back to the drawing board. Maybe you identify and put into your procedures that you will identify and work with the youth and family to identify an MVP, maybe you do it three times in a row. And then you graduate a response. Maybe you do it two times in a row. Maybe as a team you are saying I only want to do it one time. This gives you some flexibility to be able to as a team determine what you are comfortable with. What do I want to do? The point is you are starting with engagement I'm going to identify the MVP I'm going to monitor it for this

amount of time, I'm going to ask the question if it were, and I've set up some performance measures that I can gauge this by. It's either a guess no question and then you will do the next step. And maybe the next step is I'm going to increase the response. So we are going to increase the response and maybe that increased response is that the youth is on a one-week warning contract. So in a week, they have to give you a clean UA. Or the agreed-upon sanction for noncompliance will go into effect. You asked the question, did that work? Yes. We got a clean UA, you head back to engagement, and the MVP. No. That didn't work. You have to implement, you have to deliver the sanction for noncompliance, and then you go back to the increased response and maybe make - - and then that noncompliant sanction is graduated. Let me show you what I mean by a warning contract. Of course the goal is we want to get clean UA's this week. Today through Sunday. That's the time you have to get that done. Compliance is a negative test result. So the contract is signed off on as complete we go straight back to engagement which is your MVP. Noncompliance here you stated which is a positive test result and there is one hour of cleanup after court. And then you talk about support. What is the support from the team? Do I need to insert extra calls from the team or do we need to insert extra treatment during this we? So there could be a conversation about slow thinking, or decision-making or peers. You will be thinking about those things for the warning contract. You are putting that in place. Again this is a warning contract for an increased response. The most valued privilege is sort of over off to the side. It didn't work, as well as we thought it would, we would try this increased response, it's - - you concede his way down on the continuum of responses if you think of a continuum of engagement and in the end response is that hammer that we might think of. It is still way down there. Gives you a lot of room to move. And it gives you something else to count. So the team can say I will do three warning contracts in a row before I will increase the response again. So you are thinking about that. Now, Jess I see we are having a ton more conversation in chat. What is going on quick

First, someone was wondering about how to monitor this? How do you monitor whether or not the MVP has been given or taken away? And kind of how it works. How does it every single time happen. If you could talk about the logistics around this, I think people would be grateful.

That's a great question. I think this is what the team is going to figure out during the planning stages. If you are writing good procedures about implementing an MVP you'll be thinking of these. You will think about how does drug testing occur in our court? Does it occur with a surveillance officer? Does the kid come down to a drug testing center? Doesn't always happen in court. You will think about where does this take place? If it always takes place in front of a surveillance officer, or a juvenile drug Court team member, [Indiscernible] a drug testing center you would work with them and you would think about - - in their contract, when you are developing the MVP, you will agree upon how that will work. For example, let's use this example that we use before with Lucas County where the mother and the team figured out the most valued privilege was a pair of shoes. The first thing we have to do is we have the family involved. That's important. That makes it easier. The family can take that away. If you work this into the contract, that probation officer, that surveillance officer the drug Court team member who is present there is going to take that privilege and keep it. It's worked into the contract. The most important thing you need to remember is that this is agreed-upon. It's not something that you have set for them. They haven't come in and you are saying your most valued privileges your cell phone pic or your most fab would - - valued privileges this. They are agreeing to it. They are identifying it. You sort of have their approval or agreement. They understand that this will be taken away. If you don't comply with this. Those are the procedures that you will write in place. It will be different for every team. Because of the way every team drug tests. You will think of those and asked those questions. Those will be the important questions to answer. Who will be responsible for this? How alive gain agreement and make sure it is monitored. That is a big part of it.

Other questions that came up, are around parents and families and their involvement. The first one that

folks are struggling with is parents that are using the MVP to enforce other behaviors as well. So it's not just the UAs but now it's like you didn't clean your room so I am taking your MVP. They take the idea and run with it. How should the team deal with that? What can they do with the parent?

That is an interesting question. If you have a family member that latched onto that as their parenting tool, I don't know. It sounds like a good idea. It sounds like you have a lot of engagement there. You could talk to them so if you got them excited about it, you sort of took care of the first battle getting them engaged. That conversation is open. If you - - if the team really wants - - we have to keep this most valued privilege for a bit just so we can get clean UAs. I get that you see the power of it. So let's think about how we can talk to our kids and youth about getting them to do the other things you want them to do too. Let's talk about engagement strategies. Especially if you want the power of the MVP to be strictly for UAs. I think if you have a parent like that, yay. You sort of tackle the first barrier.

That of course the other thing coming up is the opposite it which is where you have parents were kids are identifying cell phones as their MVP and the parents are like we will cooperate but they end up not really cooperating and I think there's a lot of stress and struggle for the team. And so what do you think people should do in those cases?

You know, Jess, and you've heard me say this before. I like to lean on the side that they will engage. And work with the team. Especially if you combat it does come at it that you are the caregiver member team and we need your help to identify this to you will be helping us more than we are helping you. If you are leaning on that side of engagement, I'm not saying this will work every time the first time, or even with every kid and that is why you will create the continuum of responses. The way you figured that out is you are not getting - - the MVP is not working to give you the clean UA. You will increase your response. The thing is, you will have this tangible evidence. If the parent is still giving the cell phone away, or giving the cell phone to the kid, that is not a valuable privilege that can actually work you'll have to increase the response. The thing is now you will be able to track and no. If it's working. And you have a specific time frame because you have built great procedures to tell you I am going to let this go on for two weeks and I am stepping in. I will do this morning contract and I will do that for three weeks and step in again. You will no longer be thinking - - you think about the way you are doing it now, you were just individually every week thinking of one dirty, are one clean UA. You don't have an aggregate in front of you. You don't have data in front of you telling you what might work in what doesn't work. But now you will have that information. It will help - - and you will have a good procedure telling you when to step in and went to step back.

That I had a couple of thoughts on that which is this is an area where [Indiscernible] behavior thinks like a good idea. So you say to parents or caregivers are the uncle or aunt or whoever is partnering with your team you say we want to do this most valued privilege. We need you to get on board. Let's talk about what will be important to you to help us do this. Is it that you don't have to come to court every week. That's fine. If you don't come to court but you can still take the most valued privilege up with the cell phone up in a locked closet and call the probation officer and work with us, we are good with that. And thinking about how to incentivize that behavior for those caring adults that you will be working with. Or those difficult parents that you will still have to be working with. Figuring out how to get them on board. Then the other thing is as if it starts to be too hard to use like a cell phone as the most valued privilege take it off the table. If the kid breaks - - brings it up you can say we don't use that one as the MVP we need you to think about other things. Kids really like their freedoms. If it's that they get excused from community service or they get to have an hour more for their curfew, those things are very powerful incentives. If it's too hard to do those tangible things, think about non-tangibles you can also control.

Think the most important part to remember with the most value privileges that you are being consistent

with that response. And that you have good procedures in place to let you know when you are supposed to step in.

The last question that is in chat we need to talk about is when they do the drops her at court reviews that things are given and taken away and how does that work?

You will want to be immediate here. This is what is so great about this is because you can do it when you are writing your procedures you can do this at drops. Because the stakes are not high, because you have worked with the youth and family and caring adults to figure out what it is, you don't have to wait for a court review. The team has agreed. That is the beauty of the immediacy of that.

I want to touch a little bit on a question from New Mexico which is heroine versus marijuana. - - Heroine versus marijuana. When you have a kid and they've tested dirty for heroin anything that's a very dangerous drug and you are worried about an overdose becomes a safety question. The question of an MVP isn't there anymore you're thinking what is safe to I need - - what type of response do I have to put in place right now. To keep this could say. This is based on a bunch of information you have. The kid should be in your eyesight so you will try to figure out what will be safe. And that is the case with any drug. If there is a question of safety, you are thinking of something else. You are no longer thinking of the most valued privilege. You are no longer thinking of engagement. You are thinking of safety. That is a different response.

I wanted to put that in quickly.

And then to sum up the last couple of things we talked about. There is someone asking would you address self reporting differently? If someone says I know my test will be dirty, is that something that matters in this kind of format?

I think it matters for the treatment providers, I think you can say thank you for their honesty. I think the response will still be there.

The agreed-upon response is still there. Be consistent with that response. I think it will be perceived as fair, if you let them talk about it. You thank them for their honesty. Treatment providers will use that in a different way because it means the kids engaging and talking about their use. But the response is the response.

The last thing is what do you do if you don't have the instant response and you are relating for lab results. One of the things I said his switcher drug testing. It sounds like a flippant answer but it is not. I always go back to if we are not using the results, deprive somebody of liberty we are not sending them to jail based on this. It is perfectly fine to use the instant results to take away an Xbox or a cell phone or an hour of curfew. Those things are not constitutional issues. They are not due process issues. It is not something we have to worry so much about having a confirmed bulletproof test. There is no challenge that would happen there from a legal standpoint. It gives us instead something that we can do instantly. If you can't, if you have to wait for results how do we handle an MVP in those situations or should we not use the approach they are?

I would think if you are thinking of - - I agree, with the instant test, if you are not thinking about loss of liberty, if you are going to be able to do that. And when you are thinking about random drug testing you have 2 to 3 times a week and you are random in place and time. But also in the drug test you will use. So you will put that in place. What I think we are doing is the reason why it goes to the lab is they are busy asking the question issue test going to be dirty. They have the test. They don't need to ask the question.

The test will give you the answer. The lab results come into play because they have asked the question in the cutest thing I am clean, I am clean. The test is wrong so they have to send it to the lab for verification. But you don't always have to send it to the lab. Especially if you get the kids used to these of the results. I am not trying to catch you in a lie. I am not trying to get you to tell me the truth, I just - - I need to be able to insert services. This is how I can do that. I have to drug test you so I can make sure I am inserting services in the right and appropriate way. I also have to have a court response so I think a lot of those issues go away when you are really thinking - - not thinking about loss of liberty, or getting them to cough up the truth. The test is there you are going to test, you have the information, when you are trying to get them to cough up the truth especially if you know the answer, that seems like a catching thing. We are trying to catch them. We're flipping our switch and thinking - - we are using this is our way to insert services. I hope I answered the question.

I think you did. I think if you spell it out and you talk to the kids and say - - I think it is easier to implement this with a new cohort so maybe you don't implement it with kids that have been doing it the old way. This is for the new kids coming in, the freshman class of your drug court. You start with those kids. They never learn a different way. They never learn about the I didn't use you will have to send it for confirmation. They don't learn about that way to delay the response. Instead you stay in the contract and say this will be based on the instant test results. This is what will happen. If you have test results and you have a kid that's denying, treatment needs to talk to him about it but also if you feel like maybe the test is funky, it is fine to send it for confirmation. You don't have to make a big coup plot about it you will just do it and if it turns out they were telling the truth, you have a procedural thing you can deal with at that time. I think it happens so rarely were you say I didn't use any center for confirmation and it proved them right, I just think that is rare.

Right. I think appear - - up here Robin said there are issues with accuracies. You want to make sure your tests are good. So that you can trust them. That is important. Also I would say go back and look at your data. How many times are there issues with this? If it is not a percentage need to worry about, then don't worry about it. Make sure you are looking at your data, and if you have - - if you are looking at your data and there is accuracy problems, that is a whole different problem.

That was a ton of chat.

One thing I want to point out about using a warning contract to increase your response, many of those increased responses will likely be community service. That is a common way that we give a sanction or a response for noncompliance for kids. We insert community service. I want to talk about the effective dose effect of community service hours. If they are handing out and they are piling up, we can't enforce they are done immediately they are racking up on their sheet of all of the community hours they have to do. This is not good. If the team can't insert immediacy with community service that is not good. If the team isn't incrementally increasing hours this is not good. You want to think about that. In my warning contract example you will not I put in our here. So if this is the first one, and then you want to be able to implement this right away. That is where good concrete procedures come from. If this than that, these have to be clear paths so if this happens, then this will happen. If you are just doing hours of community service every time, the impact of that is just gone. It is actually better to start pretty small and then work your way up. And then if you are not being able to enforce right away, then you are losing some of your immediacy. Some of your consistency. Because those are the things that we know get the kids to do something and actually get everyone to do something grownups as well. We don't want to lose that. We don't want to lose it. That is my important warning about community service hours. Now Jess you have another good example of a response that could be used.

We were having a letter writing correspondence the Albuquerque New Mexico team. And one of the

things that the coordinators shared with us is that they had started to implement things that weren't doing the committee service in the about an hour after court detention or treat attention. And I used to tension in the sense that we used to tension like school. Where they had to stay after court for an hour because they were getting their community service and where they had to stay after treatment and had to sit there. With her and do the homework and they can go anywhere or do anything. As it turns out, that as a station is much more powerful for her kids than giving them two days in a detention facility. And so they are experimenting and tracking data to see if it's getting the results that they want. What is interesting about that is this is something that she identified after talking with the kids that would be possibly effective. And so she didn't just say I will try this like we do with tension. We think detention is effective because we don't want to give up our weekend. But kids because they have a different point of view about things and detention is not entirely different for the weekend and how they spend their day at home. Watching TV and loafing around. It may be isn't that hard for them to do it. And so the hour after school which is maybe when they are texting with their friends, or they are playing video games, that seems like a bigger burden to them. And so figuring out what is important to them and what is valuable to them, does make a big difference. And being creative about that. And not necessarily having our adult lenses on we come up with these.

That's a great example. So we've talked a lot about the questions surrounding most valued privilege. Like I said this is an easy. It won't be easy. It's a big flip of the switch and how we think about things. Let's make matters even a little bit crazier. When do you think we would begin this approach? I am going to have you guys answer another poll question. One would be put in an MVP if we were to. Phase 1, phase 2, phase 3. Maybe you don't have enough information right now.

They are coming back, mostly phase 1. A couple are like I need more information. Some of you are saying phase 2. Nobody is really going for phase 3. Let's think about this. Eloisa can I get you to bring up the video we wanted to share with this group of folks.

Quickly, you will want - - the sound will come out of the computer screen is that right, Jessica?

Yes it comes via the computer speakers. If you are listening via your phone you need to turn on your computer speakers.

[Video Playing]

I am Catherine Janet Carlile referred me.

That's me. Should I lay down.

We don't do that anymore. Just have a seat. Let me tell you a bit about our billing. I charge five dollars for the first five minutes. And then absolutely nothing after that. How does that sound?

That sounds great. Too good to be true as a matter of fact.

Ikeda must guarantee you that our session won't last the full five minutes. We don't do any insurance billing. You either have to pay in cash or by check.

Okay.

I don't make change.

All right.

Go.

Tell me about the problem that you wish to address.

I have this fear of being there to live in a box.

I start thinking about being buried alive and I begin to panic.

Has anyone ever tried to bury you alive in a box?

No. But truly thinking about it makes my life horrible. I can't go through tunnels or be in an elevator or in a house, anything boxy.

What you are saying is your claustrophobic.

Yes. That's it.

Well okay. I am going to say two words to you right now. I want you to listen to the very carefully. Then I want you to take them out of the office with you and incorporate them into your life.

Should I write them down?

If it makes you comfortable. It's just two words we find most people can remember them.

Okay.

Are you ready?

Here they are. Stop it!

I'm sorry?

Stop it!

Stop it?

Yes.

That's a good one.

National treasure, Bob Newhart.

They gives us some do think about. When I asked you this question when we implement this? A lot of times I think juvenile drug courts we get kids into phase 1 and we Bob Newhart them. And they should be good to go. But really we are thinking about engagement at the first part. I know I keep saying that and I have set it throughout this webinar, but in phase 1, we probably are thinking about many other things. I don't know if we know all the things we need to know about the kid and so maybe implementing the most valued privilege in phase 1, wouldn't be very effective. So you would be increasing the response

rather quickly. Here is a couple reasons why. We haven't inserted treatment. They don't know who we are yet. We haven't figured out who they are yet. And what would - - how they tick. We haven't worked to make them a part of our team yet. In phase 1, we are thinking about all of those things we want to get done and if you've been to any of our other webinars or our training sessions or are working with us, in the learning collaborative, you know that in phase 1 we are talking about engagement and figuring things out. We are thinking about assessment. And referral to treatment. In creating really good case plan goals to that can be worked on. Much of the work will begin in phase 2. In phase 1, we are planning much of the onus on the team to sort of accomplish things. We're letting kids come in and figure things out. Maybe they are responding are developing a most valued privilege in phase 1 because we don't want to backfire. We want it to work. We want it to be put in place and give us some good signposts on how to move forward. And if we put it in phase 1 it might be a little too soon. Those are some things to think about. When we are thinking about phases, even the value of phases in the juvenile drug Court we're thinking about this. We come in, I won't do it, I can't do it, maybe they want to do it, but they don't know how, but they will try, and then they can do and then they will and then they did. Those of the things that you want to get them to do during those phases. If you implement most valued privilege right here at the beginning, where they won't, or they can't, because we Cavett inserted the services we have available to them. We haven't given them enough opportunity to succeed. We might be setting them up for failure. Those are some things that I think the juvenile drug tort - - core teams will think about when they develop procedures about this. These are big discussion. That the juvenile drug Court team will have and you will sit down and really put in some concrete procedures with what your goal is what do you want to have happen with an MVP how will you measure success or progress how do you measure that the team is adhering to your procedures. Hattie report out on it? Those are all part of building those really good procedures.

I have to say [Indiscernible] he said it might be useful in stage I to to show up and give a sample. And then later work on stages.

I think that's a fantastic idea. I think these are the questions that juvenile drug courts will have to ask. If you are reviewing process you will be able to determine that. If you put it into phase 1 and that is what you want to do you want to get them to show up. We're not worried about clean or dirty but you're getting them to follow which I think is an excellent goal for phase 1. When you are thinking about what you want them to do. The first thing I want them to do is get used to drug testing. It's 2 to 3 times a week. Do they have to call? Do they have to be at a certain place? Will have to do it? They have to get used to it. The first goal should be getting them to understand what that processes. And figure it out. Thank you for your comment. I think it is perfect. We are coming to the end of the presentation and this is when I will ask this. Now what? The what is the presentation we just went through. We had some great discussions and we talked about incentives and sanctions and our next generation of that and how we really are working on building incentives. We are talked about why. These theories are steeped in CBT the therapeutic response, the practical ways that this can be addressed. We talked about how this might look how a team might implemented. Then we answered all of the great questions that everyone had. Because so many pop up with using a most valued privilege. But so what? What does that mean? This is what the team will have to discuss. But I think it answers a bunch of questions especially for Jessica, myself and the national Council of juvenile and Family Court Judges. And training and TA providers. Now we can give juvenile drug Court teams than actual approach to respond to clean or dirty and in a therapeutic way. Now what? If I could get you guys - - I know you are still filling up chat with questions and comments and that is great. But if I could get you to talk about now what. What would be the first step? If you are going to implement putting in a most valued privilege, what would be the first step to take.

Wendy while folks are chatting I want to mention that one of the questions that came up was about length of phase and how it works in other courts and I did a sneak preview for this third prong where we will

talk some about changing phases from being some time bound. To make an activity and achievement bound. And so what is the use - - youth is supposed to accomplish and how they accomplished it. Is the idea rather than saying you must be in this phase for X number of months.

Right. I noticed that was going on in chat is talking about the phases. I would say much like incentives and sanctions 2.0, we are in phase 2.0. We are really thinking about deconstructing the way we are working with phases in juvenile drug course. And putting a structure in place that has a lot more to do with adolescent development and strength-based approaches.

Absolutely. And letting the youth be and the driver seat of their own destiny that they get to control whether or not they are successful. It's not something being done to them, it's natural consequences as a result of their behavior.

Some of the things I am seeing in chat, one of the thirteenth things was getting probation on board. I think it's important. And some other people talked about buying. I think those are great points. One of the first things you can do, and I do not get back from one of the first things you can do is go one part I met that gives you a really good roadmap. To implement. It has actual scripts you can use with youth and families. It has samples of reward menus, it has all of these great - - all the theory and research why we're doing this. It's a quick read and an easy read. That is one way if you go and get that you can get more buy-in. You have the book, you are being concrete about it. You will get with your team and think about the procedures. I can't stress enough, if you implement you have to implement with procedures that can be measured.

Jess, I think we have come to the conclusion of our webinar. I think was a hit because I loved all the questions and responses we got in chat. I thought it was a great conversation today.

I think so too. I really appreciate that everyone is willing to work with us and make this interactive because I think it makes it a much better learning experience. We can all learn from each other rather than just you and I talking for hours which we could do. I feel like it's important to hear from the team. Another possible first step for folks is to contact the national Council for technical assistance on this. We do have funding to come out to your team and actually talk with you more in depth to talk about this and help your team figure out what this looks like in real life. [Indiscernible] already suggested you give us a call because one of the things we have to figure out is we can say - - brought up it's always not possible because you don't have folks that can observe that you have to do things like Swanson said. What does it look like in a situation like that? How can you help those boards - - courts. We are always looking for courts that have us come in and help them but also let us learn. And I think it's a good segue to mention that if you are interested in being part of our learning collaborative where much of this information can come from we are accepting applications right now.

We are accepting applications. For the learning collaborative. Which is a great opportunity to receive a lot of training and technical assistance. And change the face of the field which is what the 12 sites are doing right now.

I wanted to mention someone said the presentation will be available? Yes. All of them are available on our website. Because you participated today, you also get a copy of the webinar sent out to you via email. Someone has asked for a copy of the application to be in chat. Let me see if I can find it quickly.

I am not seeing it handy. What we will do is send it out with the email to the recorded web.

Yes. The applications will remain - - the applications will remain open until March 31.

There we go we found the application.

This stresses the importance of having three people run the webinar.

We need someone to do a little of everything.

I think you are ready to wrap up your X2 thank you

Thank you everyone for participating. When the webinar closes, you will be directed to an evaluation. That evaluation really helps us figure out how to provide that her services for all of you. Please take time to put that - - to complete the survey. I thank you very much for spending your morning or afternoon with me. I look forward to the second prong webinar as well as the third prong. Thank you.

Thank you, everyone.

[Event Concluded]