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Please stand by for realtime captions.

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Thank you for joining us for today's webinar. We will get started in a couple minutes.

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Thanks again for your patience. We are going to get started in about one minute. Thank you.

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Thank you everyone for joining us today. We will have Wendy, Jessica, and at present with us. Before we get started, we wanted to point out that any views or opinions expressed in this webinar are those of the presenters.

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Just to get us started, I wanted to think about the purpose of the webinar today. This is a little bit different than putting up learning objectives. I am trying to get to purposes or objectives that our audience centered. This is the way I thought about it. This shift for juvenile drug Court's. I'm thinking about predetermined phases for enforcing court orders to really understanding the power of using quality case management strategies. What will be our purpose going forward?

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So, with that, let us get familiar with Adobe connect tools. We like to start off each of the webinars this way so people understand what we're doing. As a group, let me know how you are here. If you could come up and disliked the status, if you are here as a group, use a check mark. If you are here as an individual, use the raised hand. You can see right up here. Everybody seems to be putting it in quickly.

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Maybe just shoot me a hello and chat just so I know if everybody knows were chat is.

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Those are some of the tools we will be using as we move forward. If you have been on a webinar with us before, you know that we like to engage you in this system and get everybody interested in the tools that we half. We will be using these and also using the poll questions.

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With that, how many of you attended the most valued privilege webinar? The one that was held last week where we focused on the first prong?

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It looks like a majority coming in. We will have enough background to cover the different components.

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Going back to our purpose of the audience centered purpose on how we thought about what we were doing, I want to let you know why we are here. It goes to behavior change. We are learning about a new way we are doing this. Making sure that we are being fair, immediate, consistent, individualized, and having a 4 to 1 ratio. This is the theory and research we have behind behavior change. Now we are putting together concrete structures to force us to do these things because we found, in the past, it is a little easier to say this than it is to actually do this. This is what the approach is all about. Getting us to set concrete procedures to help us make good responses that are concrete, transparent, and fair. And also, with the three-pronged approach, we have the ability to monitor and analyze the data it we're getting from having such a structured process in place. No longer are we wondering if we are meeting a 41 ratio, we will know. We can use some

of these new tactics to help us move along this process. This structured approach is what we are moving toward. Today, we are focusing on the second prong. If you were in the first webinar, we went through each of the three prongs briefly. We are learning to develop individualized contrast to reward positive behavior change in other areas. School attendance, family connectedness, community involvement. This is really helping us put structures and place to help us understand progress and highlight progress. I want to point out, because I am noticing on chat, that Jessica put the link for the recorded webinar. If you feel like you are missing out on the big picture, don't worry. You can go back and look.

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So, behavior contracts. Let me see what you think about these. If you have used them before or understand why we should use them. Why do you think we should use behavior contracts?

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If you could write why we would do this. Why are we attempting to make this part of our framework now?

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Why isn't just enforcing court orders good enough?

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Get everyone on the same page. Buy in from participants. This is a great comment. Allow kids you have control. That is an excellent comment. A lot of holding kids accountable. Motivate on a weekly basis. We have somebody talking about campaigns. That is really good.

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Measure success. Break down large goals into easy-to-follow steps. That is great. That is exactly why we're going to do it. Again, it boils down to how easy it is to do that? Easier said than done? There are a lot of parts in this that we take for granted. I wanted to step back a little bit. I use a lot of words when I am describing contracts. You will see warning contract up there which conjures up in your mind a different meaning. We spoke a lot about this during the most valued privilege webinar when we talk about an increased response when we talk about a warning contract. Today we will focus on individual contracts. I wanted to go over the terms that are floating around about this. Maybe we are saying the same thing. The main point is, we put a contract in place that is clear and transparent.

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What do we use these for if we are implementing the second prong of the three-pronged approach? We should have a reason for doing this. Some of the reasons here, target a specific behavior so you can actually take this behavior like school attendance and break it down. What are some goals we could do or objectives we can do to get us through this. A step-by-step process. Get the youth working. Get them working towards things that they are interested in or like I said before, with a warning contract, and increased response for noncompliance. What we will focus on is the step-by-step process. What does it really mean. That is one of the good things about the contract. The step-by-step process. It is like having a to do list or planner. That is something adults continue to do throughout their lives. Some of us are good at it and some need a little extra help. That is why daily planners and to do lists are a thing. Actually, when I was looking up some videos to share with everybody today, I found out just what a thing it is. There are tons of videos. How to make a successful to the list. How to stay organized inside my planner. 10 ways to personalize my planner. I stumbled across these, the videos range from 15 minutes to 40 minutes. I teased out a few and just put them up on the screen here. You can see I

added how many views they get. This is a thing. People are interested in this. They want to increase their understanding because, we plan. If we plan well, we can achieve goals.

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Like I said, some of us are natural at this. We really should be teaching our kids how to do it. Not even just the kids we have and are working with in the court system, but probably our own kids. I just want to share one of them with you just so you can get, well, just so you can have fun viewing it's because I found interesting.

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Just a reminder, the sound will come out of your computer for this.

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Thank you for watching the video today. This video is going to be all about to do lists. They have been a part of my life. I just recently kind of came across a system that will help me. It will keep me more organized and on track. There are different ways to do these. I will give you options. This to do list will be based off of a system that I came across. Like I said, I came across one and adapted it to my own needs. I hope you find interesting. Let's talk about where you can put your to do list. I tend to put it on my pages for the day. The thing is, that works good with me. You can see, this is today's. I haven't checked off much of anything yet. This was yesterday's. I took a few notes there. This was the day before. I didn't have much to do. This was the beginning of the week. Some people like to put this here. It is great. Keep it here. It works for you. But I think there should be a master list. For me, I was keeping it here.

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What I found most interesting about this is, the way the presenters and the you tube videos were personalizing it, things we do for all a lot of the things when we are planning. Like a wedding or a vacation. A lot of the things, we are very much the same. We're creating a to do list for them. This is a skill that they can learn that they can use later in life because, at some level, we are all doing this. Some of us are structured in putting this in place and others, it is haphazard and they have sticky notes all over and maybe they are not so organized. It is something that we are doing. For the kids, we need to be there external brain and help them get through. Because, without it, you know, it is just a dream. It is just an idea out there. Because, if we don't have a deadline and cannot measure it, it is just this thing floating out there. We don't know if it is done or if we did a good job. So, let's take a look at what I mean by this. This is an example of a contract. This is what I take with me when I go on-site and you --.

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This is an example. The thing we want to have happen is for this kid to finish three lesson plans. We have broken out what this means. They have to do it by the next court hearing. So, we figured out they need to set aside 30 minutes every day after school. They need to find a location to work and they need to work on lessons. We have mapped out what these incentives are. Of course, we will give them praise. If you have a point level reward system you can attach points to this which is a great way to have an incentive, especially if your points are tied to phases met. You can make a deal that you will extended curfew. Obviously, the natural incentive is that they are getting closer to completing this course. You are putting that out to them clearly. You are stating what it looks like. You are stating what noncompliance looks like which is basically failure to complete these lessons. And then you are talking about, this is what will happen if you don't. You will not earn points. In fact, because you didn't use your time wisely, I will have to reduce your curfew. I want to make sure the sanction is very tight to what you are trying to do. Like, obviously you weren't using your time wisely this week so we will have to talk about your

curfew. And then, talk about all the things they might need help with to actually accomplish this task. That is one of the important things to keep in mind. Are these obtainable goals? Can this get done? Do they need tutoring assistance? Do they need help completing this lesson or is it something they could do on their own? Do they need use of a computer? Do we need to set something up at the office or at the court? Is it something that could be done? And then, further support would be, how about checking in midweek because you know that this goal has to be accomplished. How about checking in and determining status. What is the progress? Do they have 1.5 done? Then we can mark progress on this goal. If we have zero, not much progress is done. Then, we have to say, you don't have to set aside 30 minutes, but you'll have to set aside one hour to get this done in time. So, you're doing that check and because, what the contract is going to do, it will hold the youth accountable but it will also hold the team and the case manager accountable as well. Because, it is in their best interest to help the youth get this done. Since it is very structured, it becomes easier. You can see it is signed by the youth, caregiver, and case manager. We are all responsible for getting this completed. This is a pretty good example of what you would want the youth to go through to sort of figure out what would happen. A couple of things you would keep in mind are, you know what? And this particular one, it would be superlong. In three months, you will get the whole recovery credit class done. That is a little long. Let's take it down and put these into bite size chunks so that they are always moving forward and you can celebrate those early successes, early and often. It is my recommendation for putting that together. I see that there are a lot of things going on in Chad which is pretty normal for this group. In every webinar we have a lot of chatter going on which is fantastic because everybody is asking great questions. So, anything of interest?

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Collect and I have been having an interesting conversation. They are using behavior contracts. What they are running into, the youth don't always agree to the sanctions. So, she was asking, should they be allowed to make up or agree to sections? My response is, as much a voice as we could give kids in the process, the more they will buy in. I think the case manager can work with the young percent to come to an agreement. I don't think, if they say, my section should be eating a candy bar, we cannot sign off on that. We are the adult in the situation. But, you can negotiate. I always like it when anybody asks, what you think is appropriate? What do you think our response should be? Sometimes you will get a flippant answer, but it is good to work toward something that makes sense for the young person and their family.

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That is exactly right. Of course, we are the adults in the room. We have to connect it to what we are trying to do. In my example, I know you are offering this other sanction, but really, well, maybe the sanction is community service. But, that sanction doesn't seem to be working. So, the case manager can say, well, I don't think you are using your time well and the curfew is what I think you want more. And, I am going to put that into place. Thank you for your input. You could have a list, well, you know what is great about this? You know, after two weeks of trying to get progress on this, I think you could be pretty certain that the sanction doesn't work because you have this data telling you it is not because there is no progress on the goal. Then, you can say, you had your choice, now we have to do something else.

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I think that speaks to my second point. Some people try to manipulate the system by saying, yes, it is the worst thing in the world. They sent me home for the whole day. So yes, sometimes kids

will try to manipulate it. That is why we give them a chance. They say you had your choice, now we will try it our way.

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Yes. That is the importance of having this data. What I like about it is, it reduces the noise or the chatter that goes around, sort of, when you are discussing what we will do with you. In pre-court staffing or maybe even in court where we are sort of trying to figure out what is happening, what we need to get them to do, we need to keep it relevant. Use contracts that are in place will keep it relevant. You will talk about this goal, progress on it, whether or not they needed, things are in place and determined so they can move forward. I think it really reduces that chatter. That sort of, indecision that comes along without having structure in place. I am reminded of how the Michigan court, was using this at one point, when I went out there to train, they filled it out with a kid in mind. And, they had a young woman who, every week, did you get your birth certificate? For whatever reason, she didn't have it. They needed her to get one. Every week, she would come to court, and the judge but he would ask if she got it. As was no, it would always be, it wasn't a terrible excuse. And then, I came and I trained and we did some work on behavior contracts. They put that in place and at low and behold, the next week, the kid got her birth certificate. Some of her adjust this -- objectives were so detailed. Do this after that. They took that fuzziness away, from getting that birth certificate. That might be a level of detail that some of us may not need, but there are some of us that need that level of detail. That is what you should speak to.

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All of this information, you know, again, it boils down to how easy it is to do. All of these things. You can tell by the chat, and the questions that surround this, it is easier said than done. Just like implementing incentives and sanctions. That is why I decided to bring in a guest speaker. He came in on a site visit for me. He has this treasure trove that can really help teams better understand this process and how to do it effectively. I will turn it over to him. I want to tell everyone, this is exactly what he looks like.

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That is what I look like before I gained a little bit of weight. Thanks a lot. This is one of those things I spent a lot of time on. I am here in Pittsburgh a couple offices away from Wendy is sitting right now. I work in the research arm. Part of my career, well, a lot of my crew is working with probation in court. A lot of that has been trying to help probation officers to have a more structured way of trying to get goals achieved. One of those ways is through a case planning process. Basically, we're trying to achieve goals for the kids that are on your caseload. I just wanted, before we go too far into this, find out how many of you are familiar with the SMART acronym . If you had training with this and if it will make sense. Have you heard of SMART goals?

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. Is this everybody? Pretty much. The neat thing about what I like is, I was telling Wendy earlier, that I wish I came up with this acronym because I spent many years trying to get people to understand and use these. One of the things we found is, when you're talking about goals, you know, well, first of all, the key to achieving goals is writing clear action statements. That is one of the things that people seem to have difficult time with. Some people do. Some people are naturals and they can fish -- they can do it like fish in water. I am a natural Goldwater to school writer -- I am a natural Goldwater. -- I am a natural goal wrier. But, others, it is difficult to write these statements. I want to give some definitions. When I was in a state west of California with

Wendy and part of this team, we were doing this thing like a dog and pony show. What a group wanted to know was, defined goal and objective. I know many of you had smart training. It is good to remember those things. First of all, there is a sequence to how this works. Juvenile courts have a purpose. To achieve that purpose, there are several goals you are trying to do. Address abuse is the -- address abuse issues. Protect the community. For every goal, there is one or more objectives. The goal is the broad skill outcome you're looking for. It is not terribly measurable in and of itself but it is a goal. For every goal, you want a more objectives. Objectives are a lot more succinct. They are a lot more, well, I mean, a lot more clear and measurable. They are the steppingstone toward achieving those goals. Although, as you can see, you can check it off, and you can done it. There also activities to achieve objectives. As I mentioned, you also have to have, well, there are expected outcomes. This is all framed within, you know, time. It is all the parameters of time. Yet achieve your goals in a certain amount of time otherwise you, well, nothing ever gets done. That is the death and -- that is the definition part of it. The key to this is writing these clear action statements. And, I know that most of you have had a chance to create smart goals Doshi to create SMART goals. A lot of you are using case planning and strategies. You probably know that is not an easy thing to do. It is actually very hard to read clear action statements. So, what I want to do is try to make it a little bit easier by diagramming using a sentence strategy. Also remember the components of this sentence or the statement. There will be an objective. There will be an activity. There will be an expected outcome and the timeframe for achieving your, you know, for writing the statement. This is a sample objective diagram. It came to me while OJJDP pass on this information to Pennsylvania probation officers. Frankly, they were getting it. It is difficult. Not to say anything is wrong with Pennsylvania probation officers, but it is difficult to do. As an example, are conducted, I don't know, I can't remember. Maybe you can check this in, when they taught us to diagram sentences. I don't know, ABI was in college when that happened to me. So, the thing, basically, here, is an action statement. To improve social interaction skills by actively participating in social communication groups, eight out of 10 eye weekly, between December 7 and December 31. On some specified here. You know, basically, all of the characteristics have an objective to improve social interaction skill. There is activity which is to actively participate in a social to medication group. There is also a performance measure written into that, you have to attend eight out of 10 biweekly sessions, and, you have to do this sometime between December 7 and December 31. So, when you look at this, you can see all the component parts of an action statement.

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What I would like to do is take a little easier, well, not easier, because none of this is easier, but work through collectively in a process. Think of a goal that all of us can relate to. I figure that everybody that is listening to this podcast or webinar right now either has or knows somebody that is trying to diet or manage their weight. So, this is an example I often use. Our goal we want to consider is, you know, weight loss. It is to lose weight. As always, we need to come up with objectives. As you write into Jeff, -- chat, what are the objectives for losing weight? I know that a doctor has told this to me recently that there are really just to objectives to help you lose weight.

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Kevin, you are right on it. I recently went to one of my positions and he is talking about all of these health issues and things like that to go one thing he points out, you could lose a few pounds. I said, I exercise. He said, not going to do it. It is how much you eat that is most important. You can exercise as much as you want but you eat a whole pizza afterwards, it doesn't

do any good. It is how much you eat and how much you exercise. Of those two things that will help you lose weight. If that makes sense.

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We have to eat less and exercise more. For those of you out there where the lightbulb is going on, but you don't have to pay me residuals, this is free medical advice from a real doctor. So, in the activities to -- so, right in chat -- So, write in chat the activities you would do to eat less and exercise more.

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We have multiple attendees.

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This is really great.

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Meet with the dietitian. Join a gym. Find a class you like.

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These are all activities that are related to the others. This is exactly what happens. If you have done this before and you feel like you're good at it or if you have never done it before, these are the same types of cognition exercises you will have to go through while creating your own action plan for the kids you are working with.

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Are these supposed to pop up on the slide or do we move on? I am timing I saw. You would be proud of me.

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They should be popping up on the slide shortly. We have more people typing and more answers coming in.

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Okay. We got a lot of stuff.

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There are some mixed up. There are some things that are talking about the activities and some things under the activities that exercise more.

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That is right. This is such a difficult skill to learn. One person's goal might be another person's objective depending upon perspective. Sometimes you'll get multiple activities. You should try to be very specific. For each objective, you might have one or more very specific activities. If you feel like you are making compound sentences or mixing your activities, then, it is going to make your action statements a little more confusing.

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But, basically, we will go through some of these while waiting for the slide to pop up. If you are going to eat less, we will start with this one, joined and nutrition class because you eat less and you what you'd better. That would be a tremendous action for that one. Meet with the dietitian.

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One of the things you want to be careful about, if you open ended things like, meet with the dietitian, you can always meet with the dietitian, but your activity would be, learn about diet by meeting with a dietitian.

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Same thing with joining a gym. You can always join a gym. I joined lots of gyms but then all of a sudden I go there and they tell me my membership expired. It is actually, go to a gym regularly. You are looking for a very specific activity like that.

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Research body type. That is tremendous. It healthier carbs. It is very specific. Eat a bigger breakfast and a smaller dinner. Eat healthier. Enjoy the gym. All of these would fit in one or more of these activities. So, the point to the activity, like I was saying is that, you are going to lose weight. You're going to eat less. Or, eat better. And, so the activity for that would be manage your meals, count your calories. Eat just to meals a day. Things like that. Eat a bigger breakfast. I think we get the point. But for these activities, it is very specific. Especially when you're working on case plans with your kids because, you might have somebody in your mind and you don't want to leave any room for interpretation. You will look this over. Your kids will look this over. The parents will look this over. Guess what? You are all responsible for getting this done. You don't want to have any ambiguity whatsoever in terms of what those activities are. You want to work backwards. If I do these three things, will I achieve the objective and if I achieve the objective, will I achieve the goal? That is where we perform measuring outcomes.

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That said, it is incredibly important to have measures for each objective. Not only just that, because, at the end of the day, or at the end of your time period for losing weight, he would say, I want to lose weight and I will just weigh myself in a week. But that is only going to work if you do anything you said you will do in the meantime. Still measure your process as you go along.

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There are a bunch of checkboxes for being achieved. You want to do the same thing. For the lose weight example, on a daily basis, you'll probably want to weigh yourself. For the objective of eating less you might say, at the end of each day, here is my caloric intake. Here are how many meals I ate. Here's a list of food, and it includes junk food. You have to be honest with yourself. Same thing with exercise. Here is the number of times and went to the gym. Here's my exercise routine. Here is what I measured. I go to spin class with my wife. A lot of people have these monitors. I find them annoying. But they are monitoring, to the second, how many calories, how many minutes, over their max heart rate they are exercising. This is the same type of specificity you want to put in your contract with these kids.

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Doug?

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Yes.

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I wanted to step in here quickly because I wanted to actually talk about documenting interim progress. You can see here where we have sort of a micro scale. No progress, less than expected to progress, expected progress, and exceeded activity. This gives you a gauge of where you could put something. So I am going to move the slides back. I want to point this out. Right here, in this support service called when a case manager is going to check in with this kid to see where they are at, what is the status? What could happen here is you could actually attach an interim progress. So, have they made zero progress? Are they at a one or a two? Have they banged it out and completed it? You can actually begin to use that immediate reinforcement by talking in that type of language. What this also serves to do is provide the team with an understanding of what progress looks like. What it means to you. You can say, it is at pre-court staffing and it didn't get



done. We are at a one. I had a talk with them. They still didn't complete that there was some progress. We are getting somewhere, but you will be able to know, objectively, where you are at. If you get zero, zero, zero, something is wrong. Something needs to be inserted. You need to go back to the drawing board. Is this an attainable goal? Do I need to insert something here to help support this kid? So, that is how it you would sort of put that in place. This part, the interim progress part, is pretty important. Just as important as being able to determine what the measures complete.

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Exactly right. Especially for the population we work with, this situation where we are meeting every week, these should be indicators of how each individual case is going. Wendy mentioned earlier about the noise. It could be your going down and see progress and there is expected progress on four out of the five goals that you are trying to achieve. And then, on the fifth one you're looking at making no progress. That either means that they are not doing it, refusing to do it, or, it might mean that the objective itself was faulty. Now what you will do, rather than saying you are having this circular discussion, now you are saying, why aren't you achieving this particular objective? What can we do to help you achieve this objective so we can actually meet the goal we are trying to achieve? Don't lose time picking your heels and on one small behavior. Now you're saying we have a larger picture. Now you're doing your in progress adjustment. This eliminates a lot of noise. Maybe some of you have done this successfully and can chat and talk about that.

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You're confusing me a little bit. I get the difference between proximal and distal goals. It sounds me that the interim progress makes more sense than longer-term goals. When I think about the behavior contract that we are using in the example here, completing three lessons over the course of that week, the interim progress in the middle of the week is great. But, what happens if it isn't done by the end of the week? They knew what was going to happen, so even if they completed one of the three, we still sanctioned then, right?

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Yes. I'm sorry if I wasn't clear on that. It is a way to measure. But of course, in the midweek, when you're going, you can give it a score, actually. But it is fine. They did it or not. It can give you some indication of, will he get more progress next week or, if it is a zero, and you got zero progress, it starts to put you down a different path. What is really going on here. Maybe if you're just getting a one each time, so they are doing half of a lesson each time, I am just grasping at an example here, they are doing something, but they are not doing it all. It is sort of like a different question. The progress helps you make some objective decisions there. And, I think, well, you will use these progress in Decatur's and lots of different areas.

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Yes.

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[ Indiscernible - multiple speakers ]

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For a short-term goal, one that is a weeklong, I am not necessarily keen on getting credit for, well, you really tried. You got one report done but all three.

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Well, that is an excellent point. It is all individual is forgot you look at it and looking over the case, you are not meeting the progress we would expect you to achieve. We expect you to get

three done and then you have to make the decision on whether that section where they or you give the kid a boot in the pants or maybe, there something else going on and you can do this over the next six weeks. It will get done because -- because maybe there is a cognitive issue or something else going on. You don't need to have knee-jerk reactions to this plan. It takes out all of that noise. You know exactly what you're talking about. If a kid comes up with a bunch of lame excuses, you say those are lame excuses. You do whatever you can do to move the kid alone. So, I saw an interesting comment here. Who rates the interim progress? The client, clinician, or is it a joint effort? This goes back to one of the early questions in terms of who is in charge of this contract. This comes up a lot with quartz based contract like this. The bottom line is, this is a court function. The court has a job to do. The kids are part of the process. But, the authority rests with the juvenile drug Court. It is not really a free contract. You are the expert. You are the ones for the information. You are the ones that know --. The professionals are driving the bus. What you're doing, this is transparency. At this point, can you agree that this is a reasonable thing for you to do? We want you to do those things. And then, this ultimately has to be the responsibility of the case manager. That is the person managing the case and doing the measurements..

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Also a chance for the imprisoned to say, where do you rate yourself on this? You think you got it done? Gavitt I wonder, a two, or three? Gives you a chance to have a meaningful dialogue about how you can check yourself to find out --

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Yes. Debbie, just how many goals are too many and that was one of them. Again, you want to have a plan that you can achieve. If you have dozens of things you want to get done, you know what they are capable of. The fewer the better. That is the rule.

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Before I interrupted you, you are going to go into talking about some of the things we would use to actually help us individualizes. So, these things aren't pulled out of thin air, use case management tools to help us figure out what this is, right?

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Yes. Basically, writing action statements, when we talk about it in this project, and also whenever you are talking about case management and developing case plans, it is within the context of developing case plans. And, your case management tool. One of the things we try to stress is that there are several tools or things and strategies that you want to engage in to have a good case plan. So, obviously, your risk and needs assessment process is important. That is where you are going to identify the needs and risks of the kids so you can actually decide what you're going to work on. What is most important. Part of that is strategy and prioritizing needs. If any of us get assessed, we will find dozens of needs no matter how normal we are. You will never be able to adjust Albany's. You need to prioritize them. The literature suggest you might want to limit what you're working on to three or maybe for goals at a given time. Then you will develop this conference a plan. When the show you one version of the plan. One way you will be very specific. Here is our purpose and goals to achieve the purpose. Here are the goals that will be worked on for this kid. Here are the specific objectives that we will try to get. Here is the timeframe and here's how we will measure. One of the things with juvenile and drug court is, and this is new to me, I'll come from this perspective, well, the phase system comes from adult world and I understand organizationally why it is important, but, a lot of confusion is, are we going to do the case plan or phase system? I don't really see any well, I don't think they are mutually

exclusive. Phase system is way of structuring your program and moving kids from phase 1 to face for our whatever your final phases. It is roadmapping for navigating this different phases. Your case plan can or should be aligned with your phase structure. And, define how kids move from face-to-face and what you expect to achieve the different phases as they move through the process. Obviously, you're going to be reassessing all of the time from phase to phase and also with each time you staff the case. That is where the progress monitoring comes in. We talked about this before. We are looking at what type of card us -- what type of progress you are making? What type of incentives to we need? What sanction might we use? We want to use those less, obviously. What sanction might we impose to also move it along to getting to where you want to go? And then finally, the case closing. That is where, I think, Jessica had mentioned, sort of those proximal goals in terms of what we're trying to achieve on any given case. How successful you were when you close to the case, when you and the case, and achieving your objectives and goals for each individual case. And then those we roll up into your performance measures for individually and then also in the aggregate form for your court.

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Thank you Doug. That was a lot of information that we crammed into 15 minutes. It is useful information, especially writing out the objective statement which we discussed about how difficult it was. When we were in Hawaii and we were practicing those, we could see them really thinking about their kids and how they can individualize their case plans which they were aligning with their phase system. That is an important goal for this team. One thing, the Hawaii team, they will have to practice at this. It probably won't just come easy to them. They will hack -- actually have to work at it to get good at it. That is what they did IRCA when we were there, they practiced that case plan. Or a case study. They developed several goals and objectives for this particular kid. They turned it in and we critiqued them so they can continue practicing the development of these goals. When we train about this, in chat, I can see this popping up. Some of these regally asked questions. Who is responsible for this? Would it be the whole team? Who is responsible for completing the contract for monitoring them? What can I do when there is no progress and how many contracts are the best number to have in place at any one point in time? We popped these up there. We knew we would get them. We are not ignoring you in chat. We thought we would get to these. I have seen a couple of the questions come up. The team member responsible, well, really it will be the case manager or probation officer creating these contracts and working with youth and families because they will have the most time with Kit. I don't think, you know, you'll sit around with the team and prosecutor. You'll work with it youth and family, case manager, probation officer, using the information they have to help construct this and help construct attainable goals that align with your phases. You know, the whole team is going to be aware of this. They will probably be aware of progress. They will be aware that things are completed or not completed. So, that is when they will come into this process. But, that is really where we see that role coming in. This aligns with the case manager or a probation officer. They are going to be doing most of the work with the kid.

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And then I am going to skip down to the last bullet point. I think it connects with that. How many contracts can be in place at once? I think this is really an individual kid issue. I don't think you should make it a standard. The operative word here really is attainable. What is attainable? What can the youth do? Don't put them outside of places where the kid is doing really well? If we think about three working goals under three domains that are prioritize. Doug said a little bit about that. We have one that is already set up. It is just there. It is the treatment domain. We

know that they are going to have treatment. There has been assessments. There is going to be whatever treatment they should be doing. So, if they are doing MRT, seven challenges, METCBT, they will be doing that under that domain. Maybe they'll be doing something else like schools. You think about the kid. What can they really work on? Where are we at? How we inserted services so that this goal can be attainable and maybe the issue isn't necessarily school attendance but they are going to school but they are actually engaged. So, in the contract that we highlighted, maybe that kid is going to school and we don't have an issue with attendance. But, we have an issue with engagement. And they don't have enough credits to graduate. We want to help them get on that road. While they are in our care, we will help them figure some of these things out. So, that's really a kid issue. I think those bullet points are kind of connected.

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The other bullet point, who is responsible for completing them. I sort of touched on that earlier when I said, the youth science this, the family sciences, and the case manager sites this. And, we are all sort of working toward the same goal there. That, this needs to be completed. Everybody who signed is accountable. Of course, the youth has to do the hard work of getting it in. As a case manager or a family member, you are going to be inserting that support, right? You're going to be monitoring and making sure that stuff gets done. That is what we mean by who is responsible for getting this done.

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Wendy, I would like to interject. This is one of the issues when we develop performance measures for probation in Pennsylvania and other jurisdictions across the country. We would bring out report cards and, we would talk about case management case buying in case closing forms. And, at some point, invariably, and every workshop we did, along the brightest of the probation officers would say, wait a second. Does this mean you are going to be judging my performance? I always had to say yes. What is wrong with that. The answer to that question is, who is responsible for completing the contract? This is a job of the juvenile drug Court. You are the ones making of the contract. You are the ones who are helping these kids achieve the goals you are setting. So, it is really your responsibility as a professional. The kid has a responsibility also, but, you know, as a think it has been mentioned several times, we are the grown-ups here. Sometimes it is a bitter pill to swallow but if you make a contract, or a case plan, for a kid, one of the reasons why it has to be well written and clear and concise and doable is because, when all is said and done, people come back to you and say, Friday, none of your case plans are working out. There is something wrong. You will also be judged by that. Ultimately, the buck stops with us, the professional.

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I would add that, I wouldn't be afraid of that. Doug threw it out there and it is important to know, but don't be afraid of the data that comes back. That is why we were harping on this. It will take practice. He will not go out there and boom, you are the super contract maker. This will take practice. The reason why we keep this data and review it and are held accountable by our team members, it is that we can get better. Don't be afraid of sort of being able to judge your own work or have other people help you look at that work or make that work better. I think that is an important part of the three-pronged approach. We are taking an honest look of how we are delivering incentives and sanctions and we are making goals for the team. So, a bunch of this is on the team to do better. You can't be afraid of that process. You have to welcome it with open arms. In the end, it will make the juvenile drug Court better, the team better, and get some better outcomes for those.

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In fact, experience supports this. In fact, everything gets better when you start measuring your own performance.

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So, the last bullet point we didn't really address is, what can I do when there is no progress? I think we can all understand that. Just like in the last webinar when I was talking about the MBP and you are going to go out there and go boom, this is the magic sauce that will make everything perfect. There will be things you will struggle with. Every week, it is not completed. You are really going to have to think about that. These are goals and behaviors that we are putting in place where we are really being thoughtful about how we're going to respond. We are connecting it to the behavior. We're making sure that we're being immediate. We are being fair. We're being consistent. We are being very thoughtful about this process. With that, we would really think about, at any one point, nobody has really come out and ask, but, at any one point, noncompliance or no progress, does it equal a time or day in detention or an afternoon in detention? I would argue that it probably doesn't. It is not an appropriate response to what we are trying to do. So, if are using detention in a thoughtful way, using it the way it is designed to think about safety, safety of the kid and community, no progress on these goals doesn't necessarily mean that. Because, once they have been put into detention, they actually can make no progress on these goals. It is counterintuitive. You are going to be very thoughtful about what that progress means. What the no progress means. Doug mentioned before, you are going to go back and you're going to look, is this an attainable goal is this something that can be accomplished? What happened I inserted? Maybe something needs to happen before this goal can be put in place. If we put in place some sort of activity that they have to get to but then figure out that there's no transportation, then that's a faulty set of activities.

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Wendy, can I chime in?

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Go ahead.

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I have two thoughts. The first is, that, and this is the thought I brought up earlier, if a young person signs of behavior contract, it is perfectly okay to do this action. It isn't detention. It is, your curfew is going to be earlier. And ISBN at 6 PM. It is going to be that you will have to sit in the coordinator's office for an hour. It is not something we will think about doing. It is totally appropriate. That is when you look at the drawing board. The other thing that was really vital, is that when we have probation and support, we have goals for them that are not related to delinquency. If you don't go to school, that is the status event only. So, because we have these goals and we want them to be better, we make these plans. We want them to get involved. All of a sudden, because they are not meeting these goals, we don't know how to respond. Now it seems like they're undermining authority. This helps us enforce compliance with enrichment goals without getting your place where -- for that is important for drug court. It is really hard. You don't want to send them to attention because they did join the basketball league. When you draw that lined dish line in the sand that you must comply, you don't give yourself mushroom.

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Does -- that is why it is so important on how you will respond to no progress for noncompliance. So that, yes, the trick to making these work really well is to be very consistent. So, they didn't comply if this happens. They don't get to earn points are care if you. You can just do it.

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With that, we're going to get to my wife, so what, now what. What did we talk about? We talk about connecting this second prong to the first prong and the third prong. How all of these things are connected. How we are trying to build this structure where we are really focused on providing a structure that we can measure, that we can count, that we can provide for more incentives to happen. And, the behavior contract is the next step in the process. Going a little bit further in thinking about, what are all the other things I want these kids to do and how can help them do it? How can I help these kids do what I want them to do? Do the things that I know are important for them. Like we have kept saying, we are the adults in the room. So what, what does that mean? I think it really means, that's when we have these things in place, it becomes a lot easier to decrease that noise, the chapter we have. That sort of inconsistent decision-making where, in one case it is this and in another case it is that. That is where those predetermined requirements, you know, they get iffy. Like Jessica was saying, there is that line in the sand. We want to begin by being very constructive. Set this plan. Remember, we plan. We like to construct plan. We like to do lists. That is what people do. Let's help these young people do that. That's was the, so what. Now what? I will ask you to write into Chad, what would be the first step in doing this? How would you begin to implement behavior contracts? How would you begin working with these and your court? Give me one step. Because, actually, just like the kids, you are going to have to create a plan to actually implement this, right? Team discussion. Good first step. You are going to discuss, this webinar, literature, case planning, smart goals. You are going to discuss all of those things and think about how we're going to put this into place. A needs assessment. Debbie, clarify for me. A needs assessment for the kids or for the team?

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Open, honest communication with the team.

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Have a needs assessment for the youth to target risk behaviors, that is a good way to find out how you can make some good goals. Work with the team to identify a plethora of less restrictive sanctions. You sort of have those on hand so the youth can select or choose, maybe?

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Needs assessment. Risk assessment. Using those tools that Doug sort of went through. That is one thing to put in.

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You are thinking of what to do first. You think about what you to put -- you're thinking about what to put in place to do this. Does anybody have any questions? We have some time left. Can we address questions if you have any more specific questions? If we missed any questions in chat, you can chat them again. Jessica, do you have anything to add?

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Well, I want to remind people that we're doing the third prong in a couple of weeks. We're going to talk about the use of points are -- or other type of program white incentives. Again, if you don't earn points, it means you don't have enough points to buy the prize you want out of the prize vault. Or, you're not able to move basis. Again, when we're thinking about that plethora of sanctions, there are a lot of ways to build this into a program that make it so you have a lot of responses and that young people can be in charge of their own destiny. They are earning their points. Or, they might say, why cannot I buy that? You can always say, you need to earn points for you can put it back on them.

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Good plug. I also want to emphasize, when we're thinking of sanctions, spend a lot of time thinking about how you are going to incentivize. How are you going to get them to do what you want? You are going to hear me say this a lot. You will flip that switch. How am I going to get them to do what I want? How am I going to engage them? And, not point the finger at them as you must do this or you will get in trouble. You'll start with, how can I get you to do this? I'd rather you do it. I want to get you to do it.

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Debbie, if I am reading this right, you're having a hard time agreeing on priorities for the team? One thing you can do, you can ask the youth and families what their priorities are. And, let them have a choice in that. These should be derived from the case management tools that Doug went through. You should have some understanding of what it means you are working on. You can ask youth and families determine what their priorities are. That is one way to settle that.

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It looks like we have come to the end of our second prong. I am excited for the third prong. It will be the last prong. I hope you enjoyed the webinar today. We had a guest speaker so you can hear from another expert in the field. I certainly enjoy presenting these ideas to you. It has been exciting to see how much engagement we have had throughout this process. I hope you will all join us for the final webinar to discuss larger program incentives where you are sort of incorporating a whole positive framework, the strength based framework to get kids and families engaged. Thank you very much. I want to remind everyone that after, well, as soon as the webinar closes, a survey will pop up. If you could take a few moments to fill out that survey evaluation, it really helps us target specific critiques to the audience so we can build a better webinar next time. Thank you for participating today. I look forward to working with all of you and training all of you in the future.

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Thanks everybody.

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[ Event concluded ]