

# Incentives, Sanctions, Monitoring & Therapeutic Responses:

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## How to Motivate Lasting Change Part 1

- *Hon. Diane Bull*
- *Helen Harberts, J.D.*
- *Shannon Carey, Ph.D.*



## IMPORTANT DISCLAIMERS

We love this stuff

We will get excited and interrupt each other

We don't mind

Please don't be offended on our behalf

**Also, please don't video the videos**

**We have an agreement with the participants not to use them outside of the training**

# Change is **HARD**.



If you've ever found it hard to  
keep those New Year's resolutions...





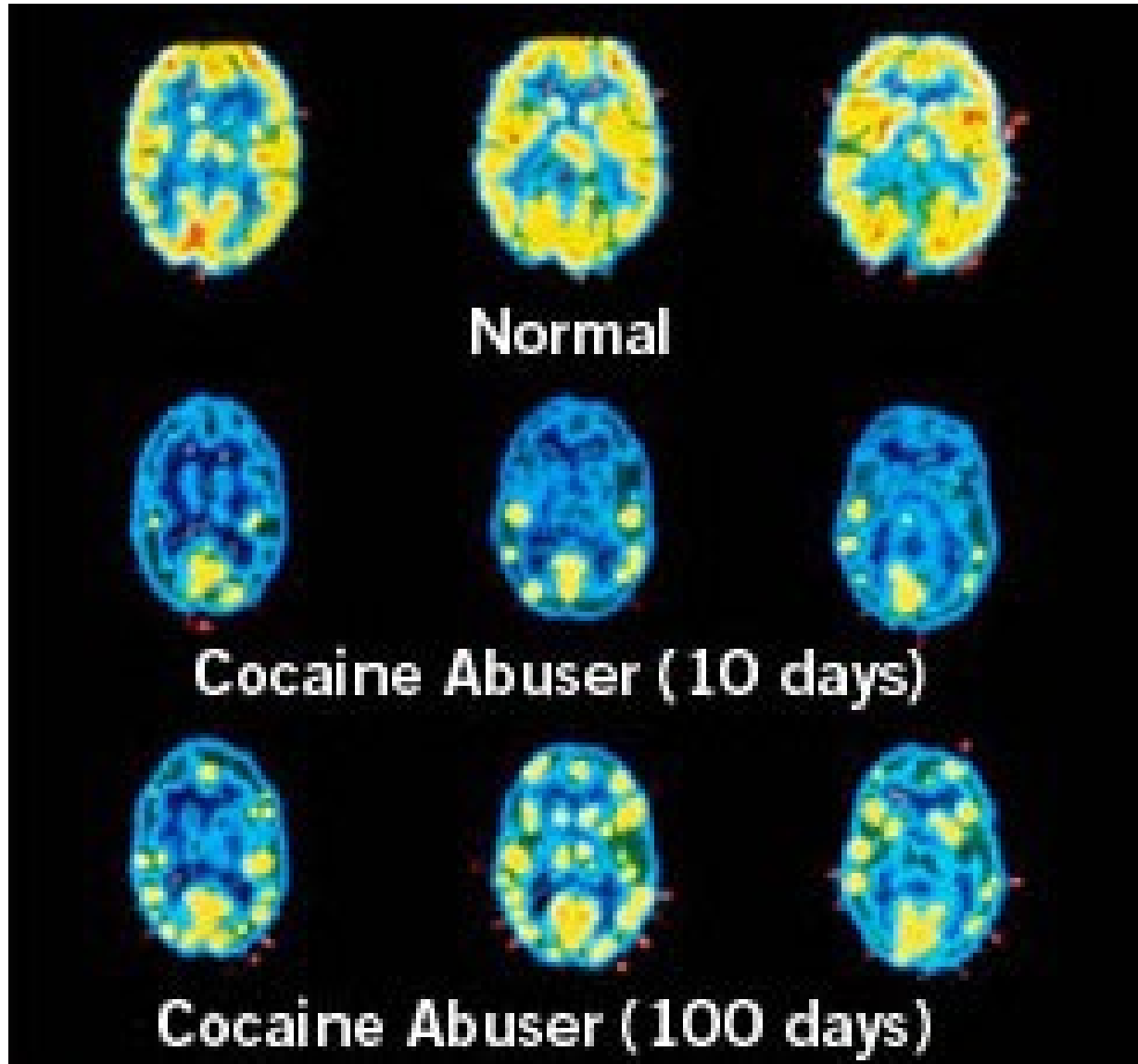
# Imagine Additional Barriers to Change

- **Addiction**
- **Mental illness, trauma**
- **Lack of motivation**
- **Lack of resources**
- **Lack of support**
- **Antisocial thoughts, behaviors, attitudes, peers**

**We must treat the whole person and instill hope and confidence.**



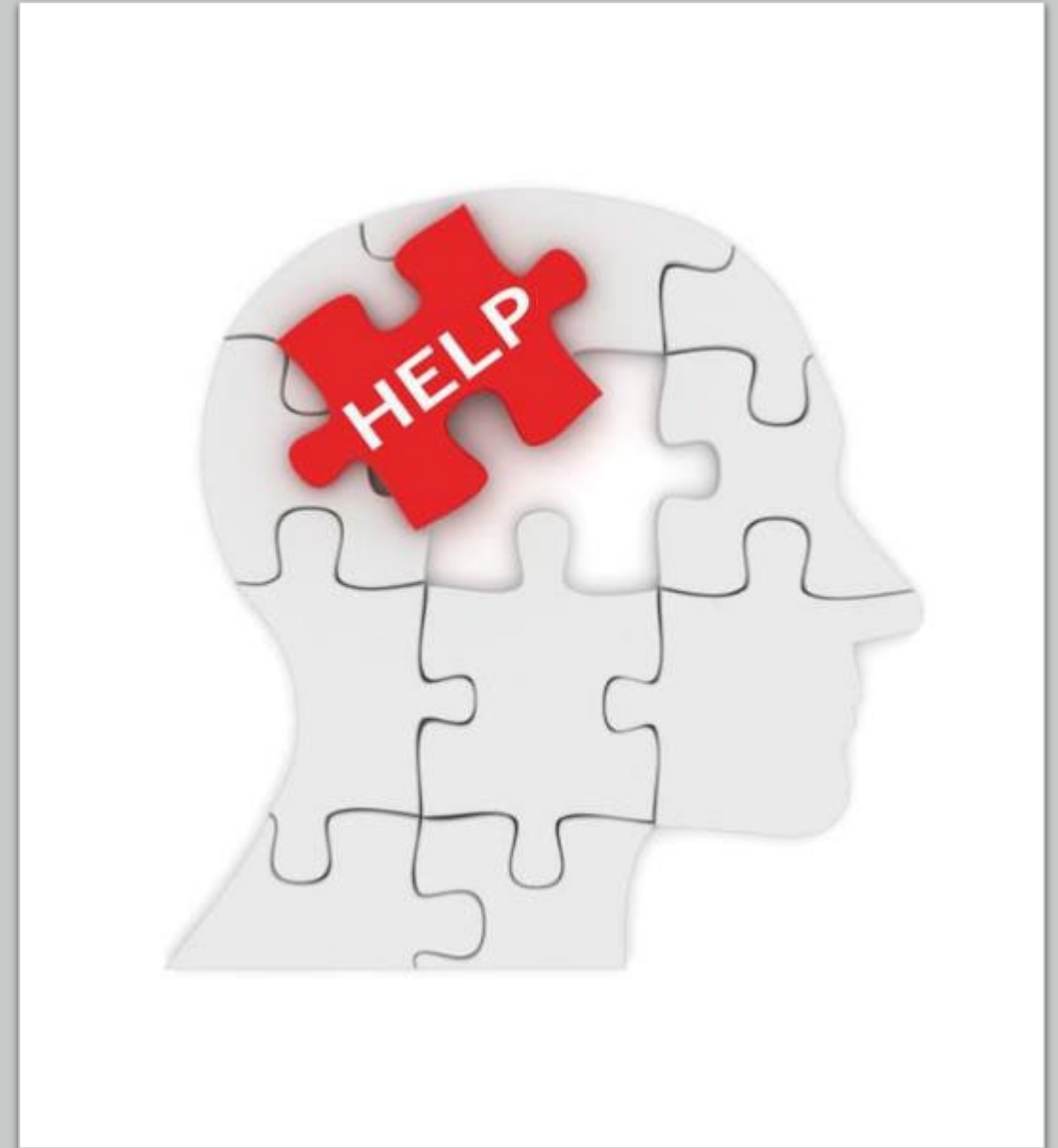
# We Have A Tough Adversary



- Change is especially hard for HR/ HN individuals.
- Addicted brains take a long time to heal.
- Expect many stumbles and setbacks, especially in the beginning.
- How do we motivate long-term change?

# Understanding the drugs

- It is important for us to understand how these drugs work because it informs our response to client behaviors.
- Memory deficits, depression, energy deficits, confusion, hallucination are a part of their lives. We must respond with these behaviors in mind.
- ***Patience, repetition, and engagement*** are the tools which lead to success.





This is a marathon, not a sprint  
Do not give up, and don't let them give up.

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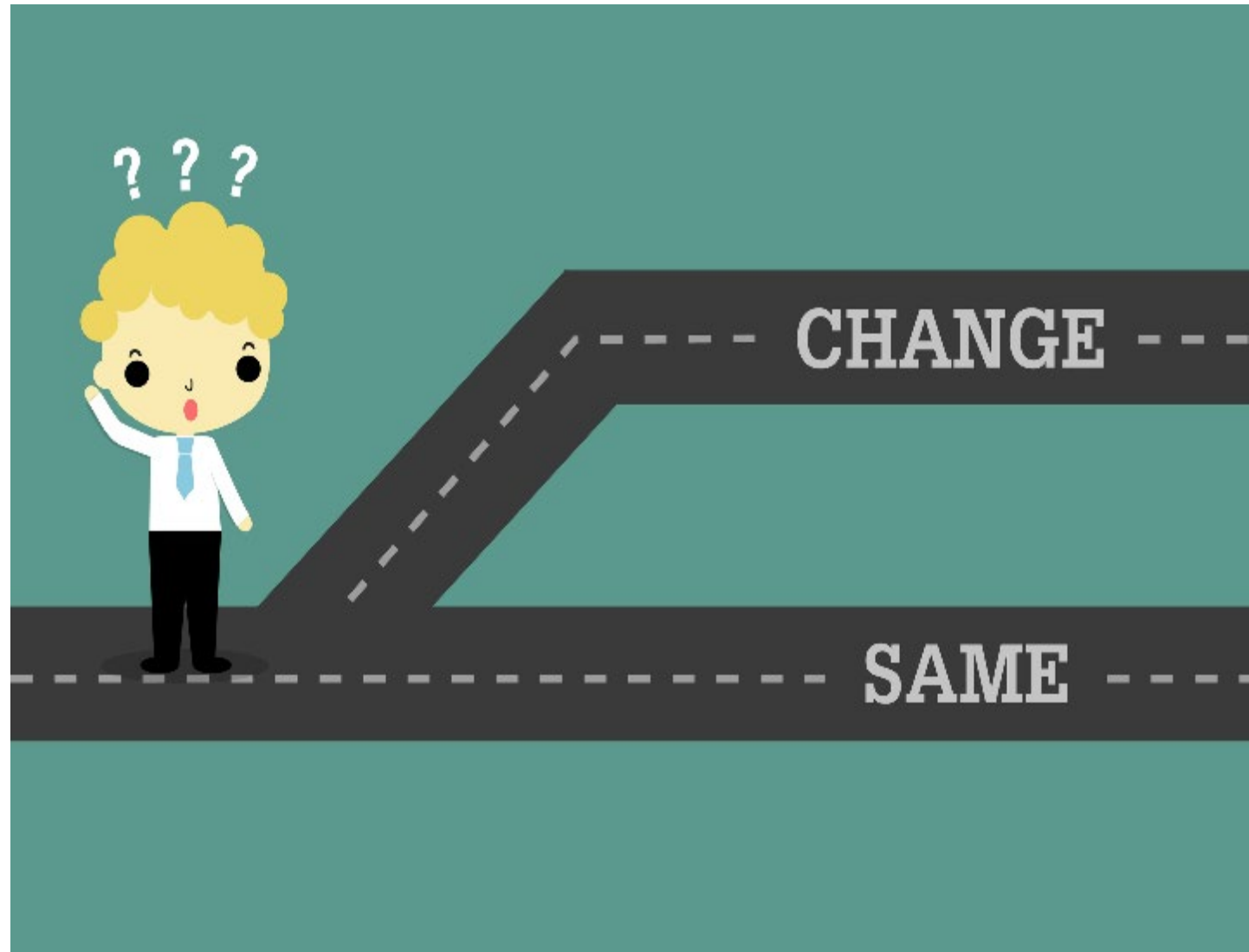


# *Behavior Modification 101*

## *The Basics*

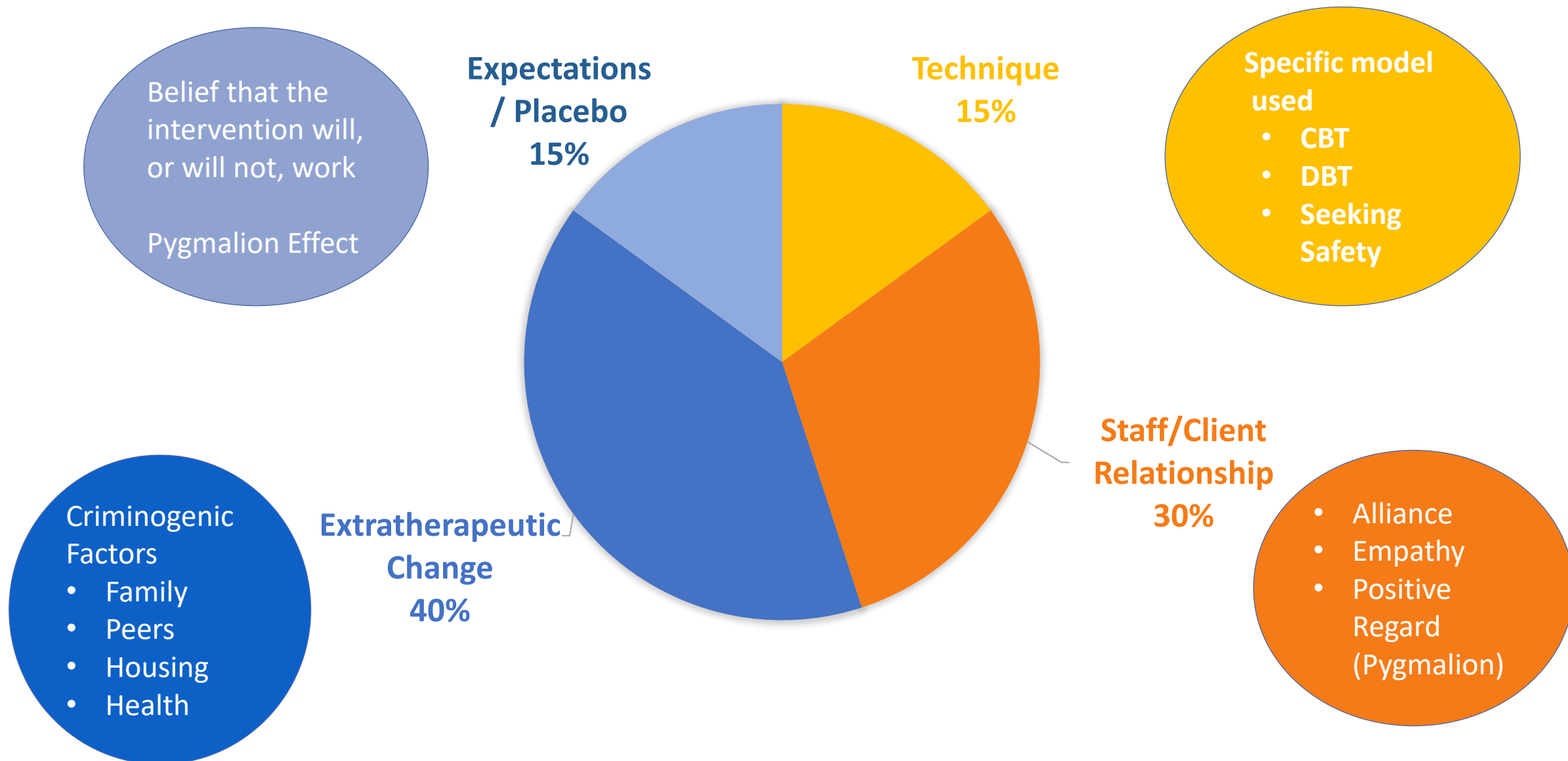
*Understanding our  
participants and their  
behavior*

*Developing responses  
that lead to lasting  
change*





# What leads to behavior change?



# HUMAN CONNECTION & BEHAVIOR CHANGE

## *We are neurologically wired for connection*

In brain imaging studies **Perceived Social Isolation** was associated with changes in connectivity between and within different portions of the brain associated with:

- Diminished **executive function**
- Decreased ability to **sustain attention** which impacts **working memory, executive control** and **maintaining task sets**
- Hypervigilance to **social threat** and diminished **impulse control**



Video: Kyle and the importance of support and the human connection

# Proximal? Distal? What the heck is that?

Proximal = Proximate/Close

NOW

- Show up
- Try hard
- *Tell the truth*





# Proximal? Distal? What the heck is that?

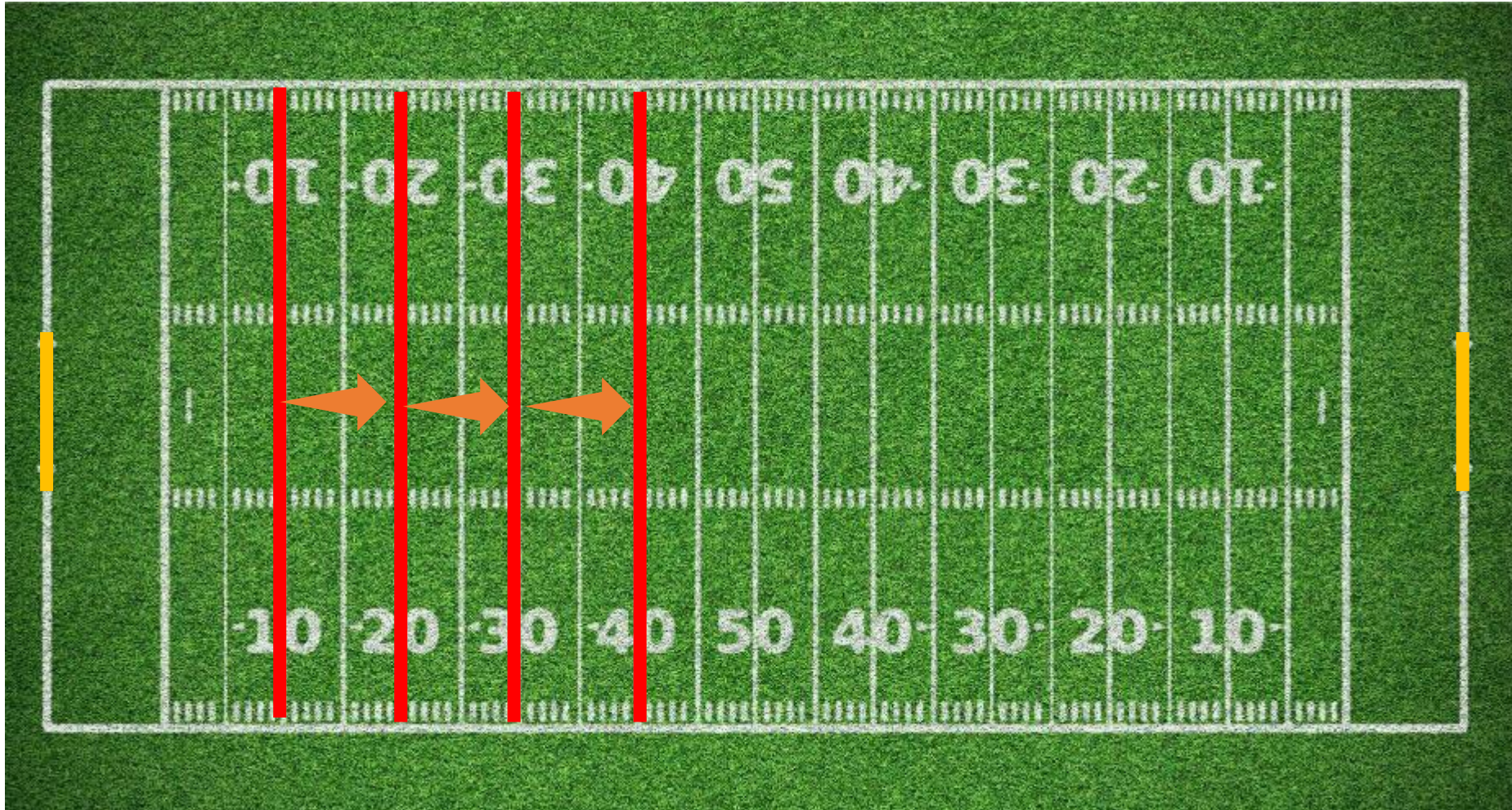
Proximal = Proximate/Close



- Show up
- Try hard
- Tell the truth

Behaviors and thoughts that are distal should become proximal over time as the brain heals and tools are learned  
\*Don't change or add new goals until they have mastered the proximal goals

What do you do after the first down?  
Is the game over?



# Proximal? Distal? What the heck is that?

Proximal = Proximate/Close



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Behaviors and thoughts that are distal should become proximal over time as heals and tools are learned  
 \*Don't change or add new goals until they have mastered the proximal goals

Distal = Distant



- Abstain from use
- Accept disease
- Work recovery



# Why is this important?



- Clients can't behave as expected if:
- Our demands are excessive, or
- They lack the skills required to respond appropriately, or
- They're not adequately motivated.

-- Doug Marlowe



Would you put a car with three wheels missing on a racetrack and expect it to perform like a Ferrari?



The car on the left might need some service before it can perform at its best

VIDEO: Judge Davis – No  
Overreacting, Honesty Kept You Out  
of Jail



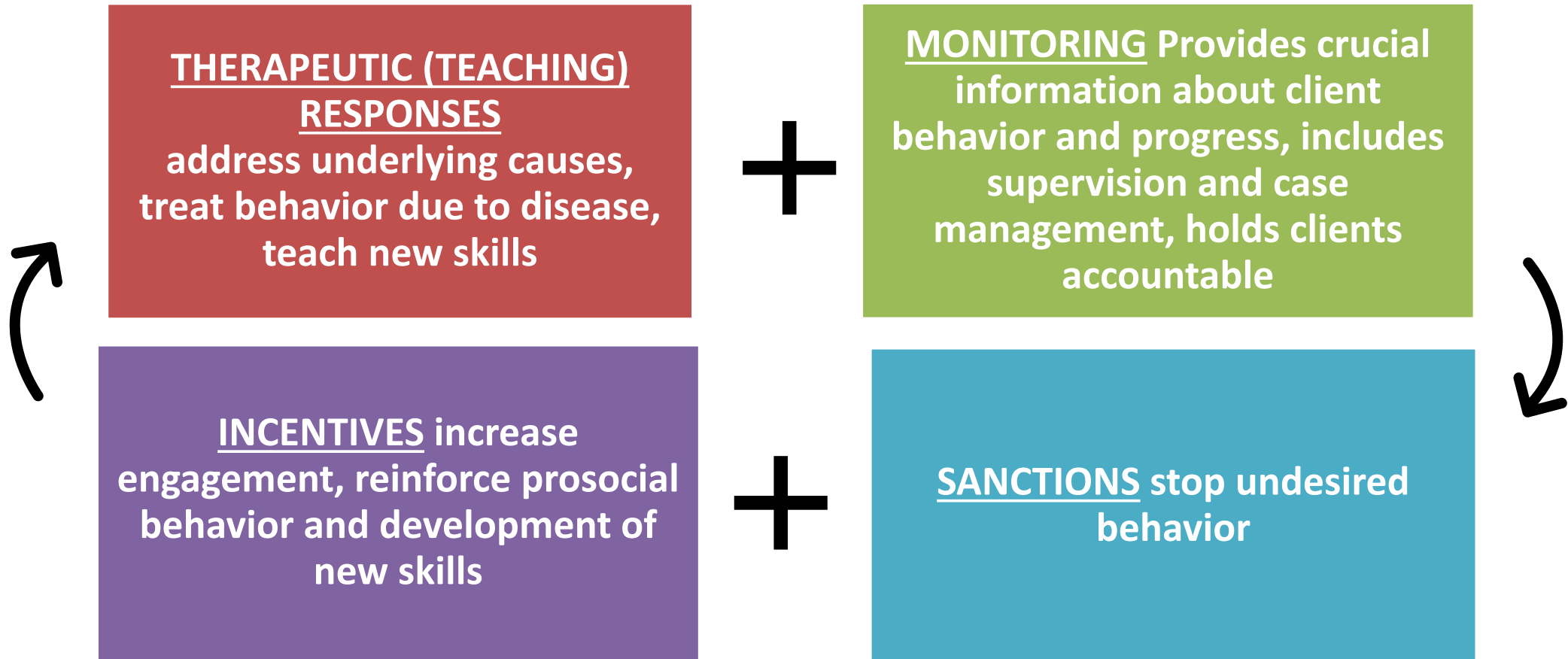
# ***Tool #1***

*Response options for  
efficient staffing  
meetings  
and decision making*

## **The Matrix**



# Treatment Court Responses That Motivate Behavior Change— and Work!



We Use These Responses in Unison.



# Using the Responses To Motivate:

- This week Jimmy **missed a UA** and **lied**, saying he was at the ER with his wife. He wasn't.
- He was ordered to test immediately. Subsequent test was **negative**.
- But Jimmy went **bowling with the peer mentors** this week and had a great time.

## How do we respond?

- ✓ Therapeutic response
- ✓ Supervision adjustment
- ✓ Sanction
- Incentive?



# **WWYD: Should Jimmy receive both an incentive and a sanction this week?**

- A. No, that would dilute the effect of the sanction.
- B. No, that would send a very confusing message to Jimmy.
- C. Both of the above.
- D. Yes, we should reward target behaviors even if there were also problems that week.



# Should Jimmy Receive Both an Incentive and a Sanction?

## YES!

- We never miss an opportunity to reinforce target behavior-- even if other things went wrong.
- We will carefully explain WHAT behaviors we are responding to.
- Change is hard!  
Recognizing hard work helps clients hang in there.



**Our specific response choices will depend on what Jimmy is capable of and where Jimmy is in the program.  
(proximal v. distal)**

# Tools For Behavior Change

## THERAPEUTIC (TEACHING) RESPONSES

address underlying causes,  
treat behavior due to disease,  
teach new skills

MONITORING Provides crucial  
information about client  
behavior and progress, includes  
supervision and case  
management, holds clients  
accountable

INCENTIVES increase  
engagement, reinforce prosocial  
behavior and development of  
new skills

SANCTIONS stop undesired  
behavior

How do you know how to respond to behavior  
if you don't know what behavior they're  
engaged in?



# Certainty of Detection

*(Both positive and negative behaviors)*

## Consistent Detection

Detection allows the gathering of information needed by judge and team to determine appropriate response

## Reliable Response (Immediacy)

Behavior reliably results in a response - Swift consequences

Consistency and Immediacy - NOT severity that motivates change

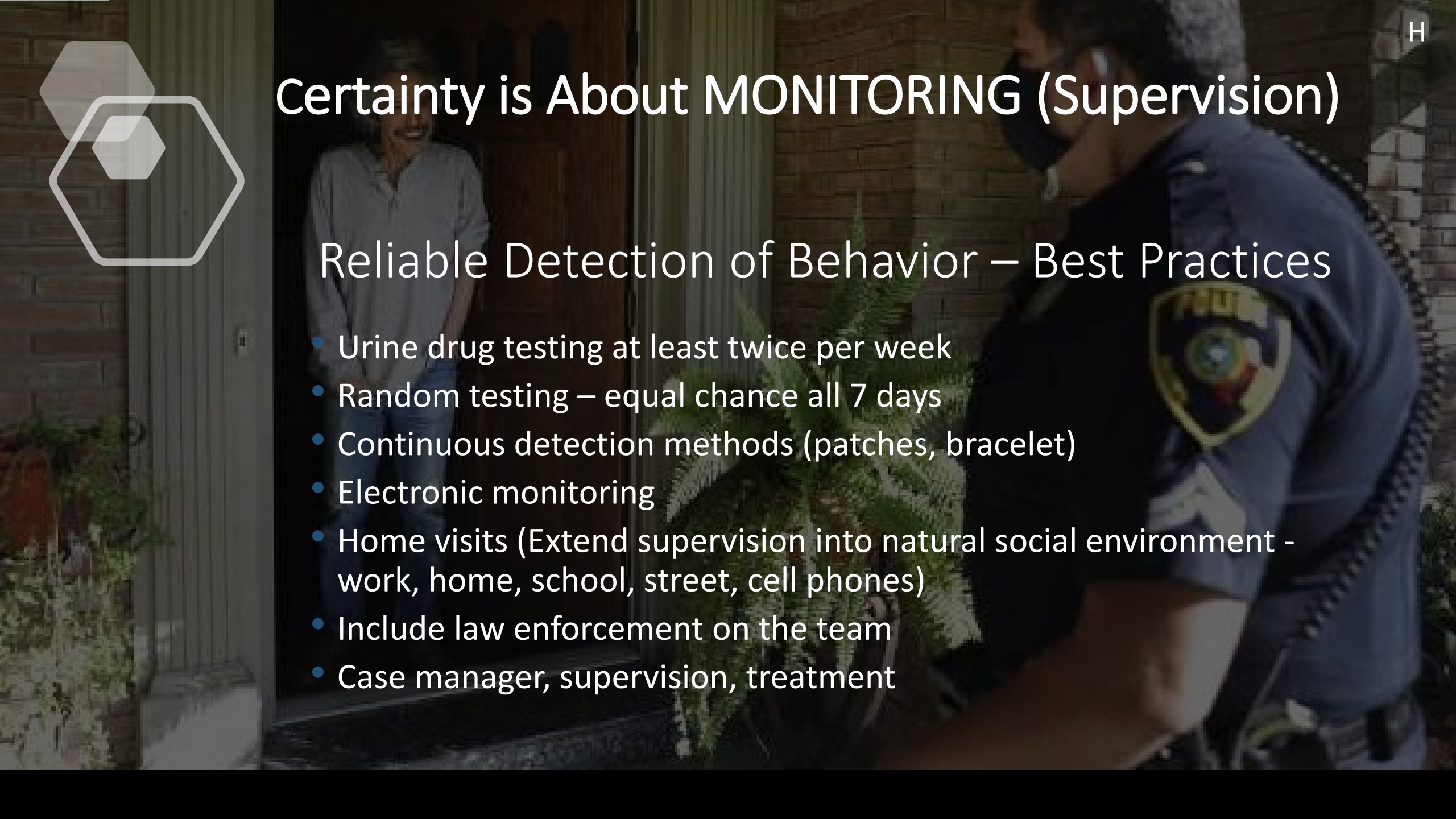
Speeding ex





# Certainty is About MONITORING (Supervision)

## Reliable Detection of Behavior – Best Practices

- Urine drug testing at least twice per week
  - Random testing – equal chance all 7 days
  - Continuous detection methods (patches, bracelet)
  - Electronic monitoring
  - Home visits (Extend supervision into natural social environment - work, home, school, street, cell phones)
  - Include law enforcement on the team
  - Case manager, supervision, treatment
- 

# Monitoring - Contacts

Provides key information needed by the team to make informed decision on responses to behavior



## ***Increase/decrease (as appropriate)***

- Court appearances (In-person or virtual)
- Drug testing
- In-person check-ins with supervision/case manager
  - ✓ Home visits
  - ✓ Work visits
  - ✓ Office visits
- Remote contacts (*lessons learned from Covid*)
  - ✓ Facetime and Duo - check in, while looking around a room (remote observed breath and oral tests)
  - ✓ Zoom meetings and CBT
  - ✓ Text chats and check-ins
- GPS



# Monitoring = support

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**Golden Gate Bridge construction safety net, which ended up saving the lives of 19 workers. (1936)**





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# Therapeutic (Teaching) Responses (In Court)



Respond to behaviors due to illness

Teach new skills

Develop understanding

Teaching Responses are designed to help participants understand the need to change, how to change, and to learn new behaviors

Therapeutic responses in the courtroom are **NOT THERAPY** – Therapy (treatment) is only provided by a licensed treatment provider

# Therapeutic (Teaching) Responses

- Judge explaining/confirming need for re-assessment (**assessment will then be performed by clinician**)
- Judge explaining/confirming plan for LOC change (**Based on clinical assessment by treatment**)
- Oral presentation (easy for us, hard for them)
- Thinking report/essay
- Homework/practice
- Volunteering (service in community) – participant choice



# Therapeutic (Teaching) responses (lessons learned from Covid)

- Quick “what did you learn” video chats, etc.
- “Look for the Helpers”-life help
- Connecting participants to a distance learning options at local community college  
Writing to nursing homes
- Homework chats online
- Conversations in court about goals, strengths, successes and actions participants can take to become successful
- Behavior chain/ Cost-benefit discussion





SITUATION

An old buddy that I hadn't seen in a long time showed up at my house. We started talking about old times. One thing led to another and we ended up going to the club. We saw some people we knew. Though I planned not to use, I drank 3 or 4 bourbons and we ended up smoking weed in the car later.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

THOUGHTS

I missed the good times we used to have. I planned to just drink a Coke at the club, but I didn't want my friend to think I was an asshole. I've been good for so long, I thought I deserved a break. I didn't think I would get caught because I'd just been called in to test that day.



FEELINGS

At first, I felt like, "I got this." Then, I felt pressured, embarrassed, a little pissed and trapped. This was a bad idea but there was no way out of the situation now, so I just went with it. I thought, "Why not?"

ACTIONS

I could've suggested we do something that didn't involve using or made up a story why I couldn't go out. Or I could've just told him I'm on probation.

CONSEQUENCES

+

It was good to be with my buddy again, remembering the good times and feeling "normal" again. We ran into some people we knew. It was fun to be at the club.

-

I had over 90 days of sobriety. I've never been sober that long. I blew it. I risked jail, even termination. Now I'm getting a sanction and must restart my sober time

# VIDEO: Judge Davis – Behavior Chain, Growing Up Nicely

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# Sanctions

Decrease or STOP a behavior

Punishment - only works if the consequence is associated with the specific behavior you want to stop – Be Specific

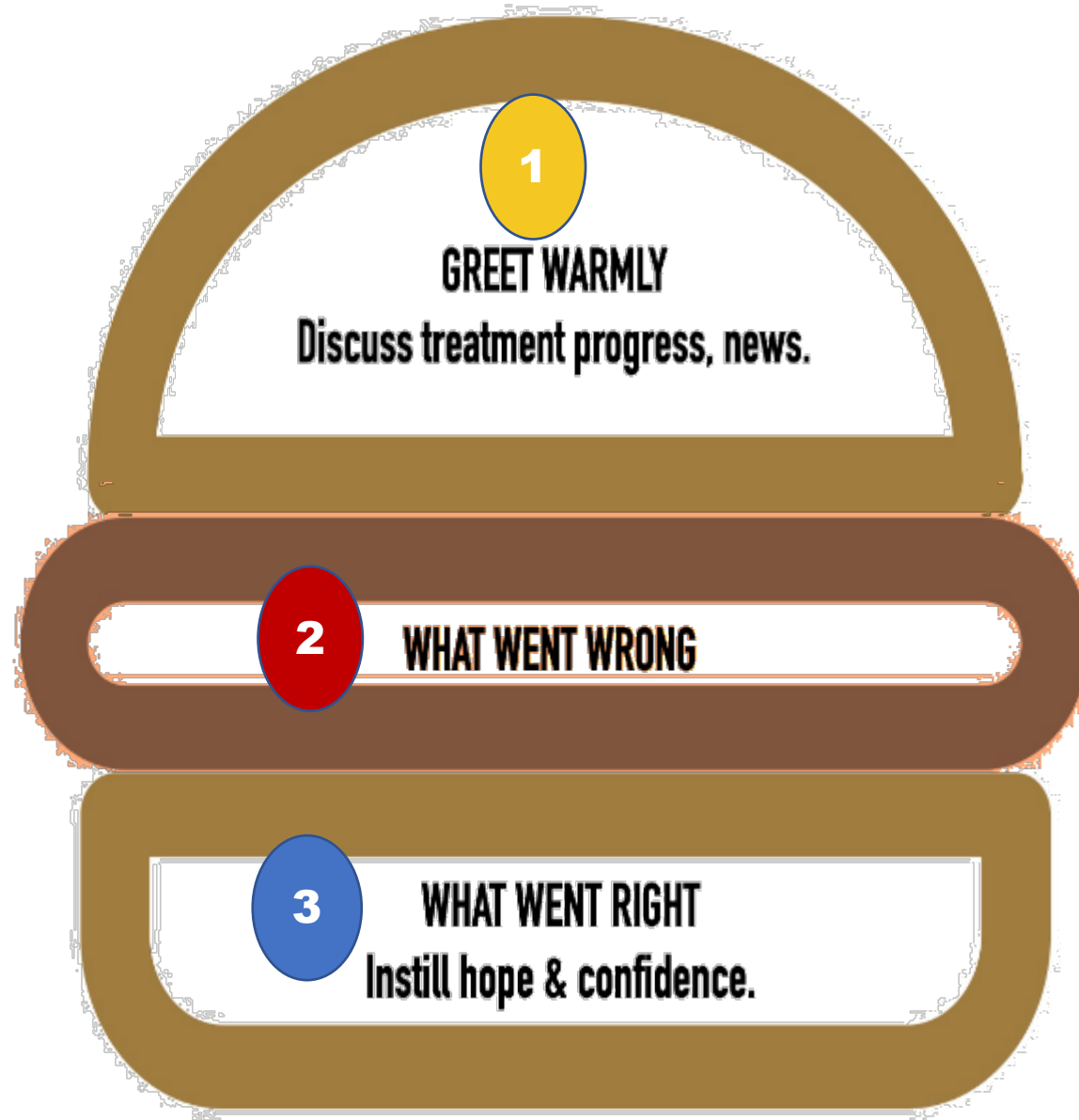
Note: Participants with mental health disorders can be extremely sensitive and any criticism can be excruciating

Use twice the incentives and half the sanctions and go easy

Use the SANDWICH technique



# The SANDWICH Technique



# Sanctions (Punishment)

- Unpleasant community service (your choice, not theirs)
  - Day at the dump
  - Cleaning the jail
  - Picking up trash on the highway in orange vests
- Curfews
- House arrest





# Sanctions (Punishment)

- Pick them up and bring them to court/treatment (If other responses didn't work)
- Jail (only for public safety or threats to the integrity of the program) – Consider:
  - Hours in holding cell
  - Jail for a day – or multiple days (not overnight)

**Important note:** Jail does not work for high risk individuals. In MHC, participants can be sensitive and jail can create harm





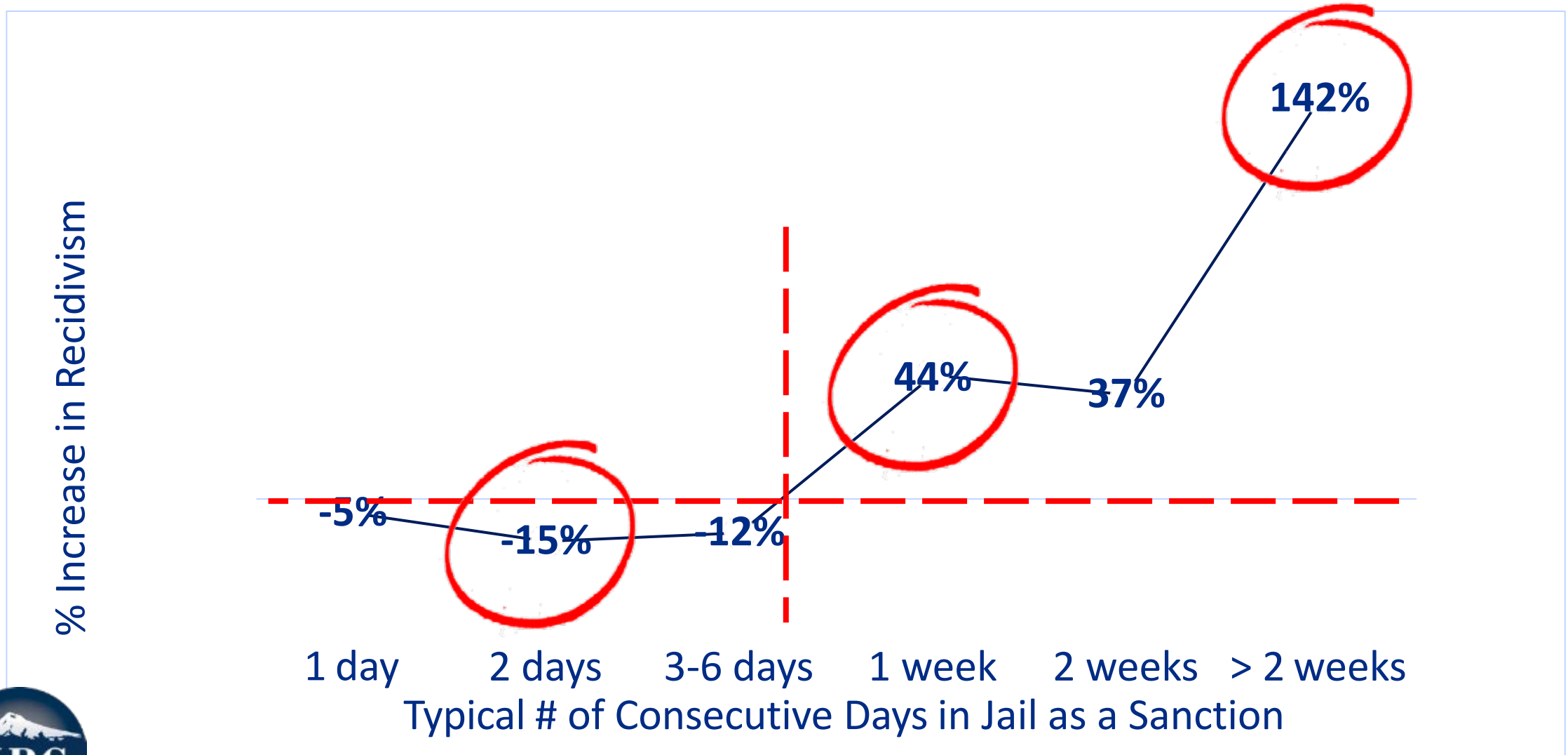
# Jail



- Generally not teaching what you want participants to learn
- Can make participant's situation worse
  - Job
  - Family
  - Insurance
- Hanging out with the wrong people
- Should be reserved for serious infractions
  - Public Safety
  - Illegal activity



Treatment Courts that typically use jail longer than 6 days have higher recidivism



\*Not the best public safety choice in the long run

VIDEO Kyle - TV Vacation

# Jail Considerations



- Is the behavior dangerous to others? (Or impact the safety and integrity of the court?)
- What behavior do you want to stop? What is the intended impact of jail?
- What will the impact of jail be on participant prosocial obligations (work, family, etc.)?
- What behavior do you want the participant to do instead?
- Are there other responses that might incentivize them to do the behavior you want them to do instead?



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behavior

# Incentives

Increase or START desired behaviors

- Work best when positive feelings are associated with the behavior you want to start or continue – Be Specific!
- Are crucial for developing engagement in all aspects of the program (I'm glad you're here!)
- Make showing up a positive experience



Good  
Job!!!



# Incentives

Increase or START desired behaviors

- Help participants understand what positive behaviors look like
- Allow you to model positive behavior (Bring up those who are doing well first, spend time with them, give them an incentive – people learn from watching others.)

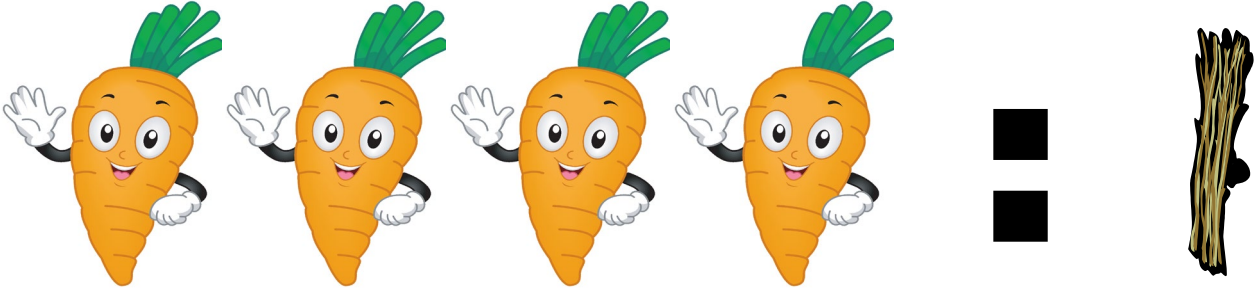
*(Do you want participants to learn the poor behaviors or the positive ones?)*



Good  
Job!!!

# Incentives Should Far Outnumber Sanctions!

➤ 4:1?

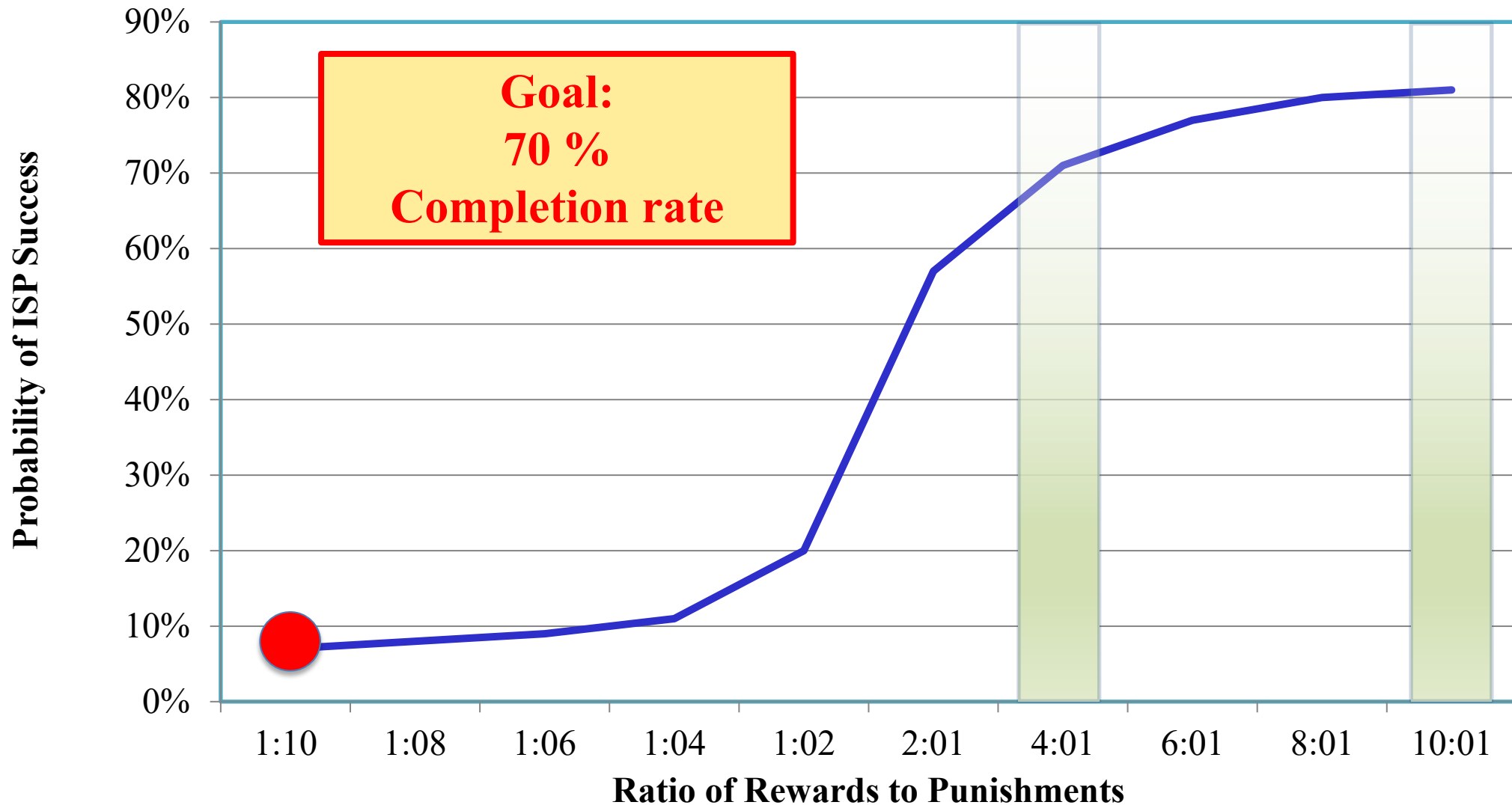


➤ 10:1 is better.





# Ratio of Rewards to Punishments and Probability of Success on Intensive Supervision



# EMPLOYMENT



## What Do We Reinforce?

### Achieving Target Behaviors:

- Showing up\*
- Timeliness\*
- Honesty\*
- Neg UAs/ Blows\*
- Phase Promotion
- Treatment Progress
- Sobriety Milestones
- Helping Others (Clients, Community)
- Recovery Support Achievements
- Prosocial Achievements (job, GED, volunteer work)



# What if we have no budget for incentives?

- You don't need gift cards! Some of the most powerful incentives are free.
- The best , most long-lasting incentives are “natural”: paycheck from a job, diploma, regaining custody, repairing relationships, feeling better, etc.
- Natural reinforcers are the byproduct of good treatment and will help clients long after treatment court ends.
- Our responses keep clients engaged until natural reinforcers kick in.

# Incentives

## #1 Acknowledgment from judge and team members

- Fish bowl
- Gift cards (their choice)
- Decision Dollars (collect over time)
- Certificates and coins
- Be held up as an example
- Become a mentor
- Decrease time on probation or lower fees
- The A Team (free!)
- Inspiration cards – “You did it!” (free!)
- Conversations in court about goals, strengths, success participants can take to become successful





# Incentives

## Lessons learned from Covid

- Short encouragement videos, good morning videos
- Conversations in zoom court about goals, strengths, successes and actions participants can take to become successful
- Letters to participants from the team
- Quick encouraging text messages from team members
- “Covid fairy” - probation officer drives by to bring needed goods or incentives to home
- START Court Recovery Challenge form



# START Court Recovery Challenge

Below is a list of incentivized activities you can participate in while START Court is impacted by COVID-19. We want to encourage and support you while you continue working on your recovery. Please ask your PO for details. Stay in contact with your PO to track owed incentive cards:

## Probation:

- |  |  |
|--|--|
| <input type="checkbox"/> Check-in as directed by probation officer for one week                    | \$5 incentive card                                       |
| <input type="checkbox"/> Complete two assignments with probation officer                           | \$5 incentive card (for each assignment)                 |
| <input type="checkbox"/> Complete more than two assignments from probation officer                 | \$5 of supervision fees waived per additional assignment |
| <input type="checkbox"/> Call the UA line and text the color code to your PO each day for one week | \$5 off supervision fee coupon                           |

## Community:

- |   |                     |
|---|---------------------|
| <input type="checkbox"/> Join the START/STOP Each One Teach One Facebook group  | Fastpass            |
| <input type="checkbox"/> Attend first online recovery support meeting and write to counselor or PO about the experience     | \$5 incentive card  |
| <input type="checkbox"/> Attend the START/STOP Each One Teach One Facebook Group virtual alumni group                       | Fastpass            |
| <input type="checkbox"/> Attend daily online recovery support meetings for one week with documentation per PO               | \$5 incentive cards |
| <input type="checkbox"/> Reach out to a fellow START client and complete an online meeting with them. Documentation per PO. | \$5 incentive card  |

## Treatment:

- |  |  |
|--|--|
| <input type="checkbox"/> Daily phone (voice) contact with recovery mentor for one week | \$5 incentive card                                       |
| <input type="checkbox"/> Daily check-in with treatment counselor for one week          | \$5 incentive card                                       |
| <input type="checkbox"/> Complete two elective treatment assignments                   | \$5 incentive card                                       |
| <input type="checkbox"/> Complete more than two elective treatment assignments         | \$5 of supervision fees waived per additional assignment |

**If the court determines at the conclusion of the COVID-modified START operations that the START participant has been in “very substantial compliance” with the START program during the period of modified operations, the court will reward the participant with a reduction in the probation term of up to 6 months.**

# Praise and Social Approval

- **Never underestimate the redemptive value of the relationship.**
- **Praise is free, easy to administer, unlimited in supply and powerful.**
- **Can be used immediately**



# Positive Peer Boards: “A” Team



## “A” – Team

Joel C.

Amy P.

Devon S

Maria Q.

Shonda P.

Sam E.

Ramon G.

## MVP’s

Juan M.

Brenda A.

David S.



# Different Ways to Use "A" Team







MVP

ALL PRO

SOBER





# “A” Team in the Virtual Hearing

## POSITIVE PEER POWER POINT

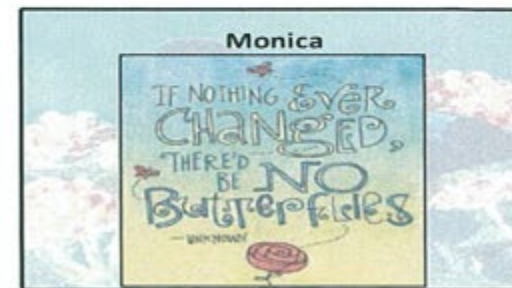


**Look Who's Flying High!**  
Congratulations from  
Judge Bull and the  
SOBER Court Team!

IF YOU SEE YOUR NAME ON ONE OF  
THE FOLLOWING SLIDES, YOU ARE  
**NOT** ON THE SANCTION LIST.  
IT MEANS THE SOBER COURT TEAM  
AGREES YOU ARE DOING **GREAT!**

If you don't see your name,  
please **DON'T PANIC.**  
It may just mean we have some  
questions or issues to discuss.

Monica



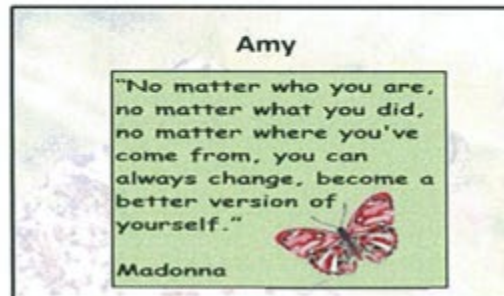
IF NOTHING EVER  
CHANGED,  
THERE'D BE  
NO  
BUTTERFLIES

Elizabeth



God changes caterpillars  
into butterflies, sand into pearls,  
and coal into diamonds.  
Using time and pressure.  
He's working on you too.

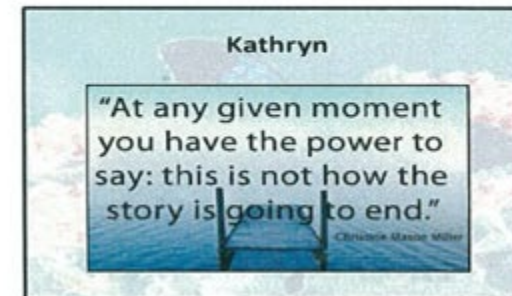
Amy



"No matter who you are,  
no matter what you did,  
no matter where you've  
come from, you can  
always change, become a  
better version of  
yourself."

Madonna

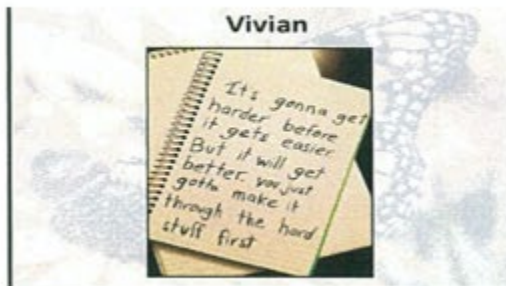
Kathryn



"At any given moment  
you have the power to  
say: this is not how the  
story is going to end."

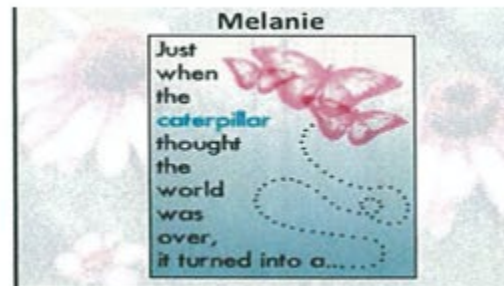
Christine Masie Miller

Vivian



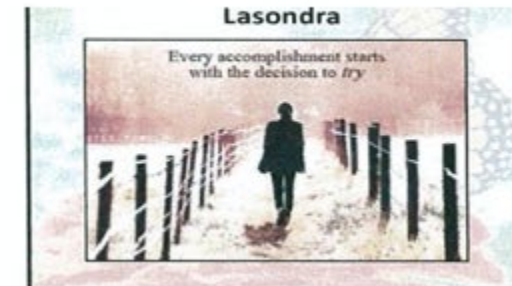
It's gonna get  
harder before  
it gets easier.  
But it will get  
better, so just  
gotta make it  
through the hard  
stuff first

Melanie



Just  
when  
the  
caterpillar  
thought  
the  
world  
was  
over,  
it turned into a.....

Lasondra



Every accomplishment starts  
with the decision to try





# All-Star Attendance

AWARDED TO

**JEREMY  
DAVIS**

in acknowledgement of 30 days of perfect attendance at all Brazos County Veteran's Court scheduled appointments, office visits and court appearances. Your consistent attendance displays your commitment to success in this program and in your long-term recovery.

---

**Rufus Stewart**  
PRESIDING JUDGE

---

**Abraham Joaquin**  
CASE MANAGER

**YOU'RE DOING  
GREAT!  
YOU EARNED A  
"LEAVE COURT  
EARLY" PASS!**

**Congrats!  
You have  
earned a  
Report by**

**zoom**

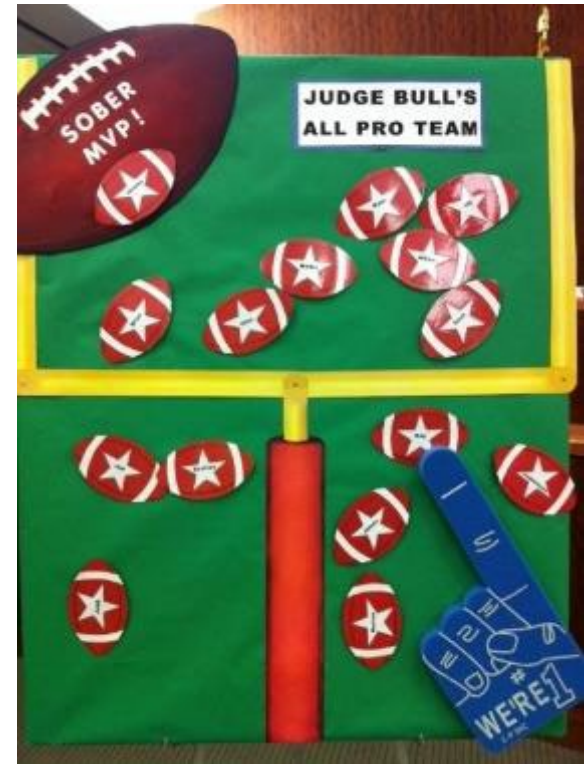
**Pass!**

**SKIP TO  
THE HEAD  
OF THE  
LINE!  
GO **FIRST**  
AT YOUR  
NEXT UA**

**YOU'RE #1 !  
GO 1<sup>ST</sup> AT COURT  
REVIEW !**

**You've got it made  
in the shade!!  
Subtract 8 HOURS of  
community service.**

# INCENTIVES





SPREAD ENCOURAGEMENT LIKE

**GLITTER.**

THAT STUFF STICKS!

YEARS LATER YOU'LL STILL FIND  
IT ALL OVER THE PLACE.



# How Do We Know What Rewards Work?

## ASK THEM!

**What are your favorite incentives? (Circle all that apply)**

Fishbowl

Spin the Wheel

Praise, positive feedback

Gift Card

Bus Passes

CSR Voucher

Zoom Court

Candy, treats

Certificate (Sobriety, etc.)

Treasure box

Movie Passes

Other: (Specify) \_\_\_\_\_

**What are some fun things you do that help you stay sober?** \_\_\_\_\_

# VIDEO: Papack Dentist

**Count the Incentives**

# CRAFTING RESPONSES WITH THE MATRIX

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Matrixes should have several options.

–No “one size fits all”

Focus on the big picture:

**“What do we want participant to learn from our response?”**



# CRAFTING RESPONSES WITH THE MATRIX

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## 3 STEPS to help you decide how to respond

1. Identify the behavior
2. Determine magnitude of response
3. Select the responses
  - a) Therapeutic (teaching) response
  - b) Monitoring response
  - c) Incentives and Sanctions (if appropriate)





## Positive Behavior

### Incentive Matrix: "What do we want the participant to learn from this?"

#### Step 1. Identify the Behavior

Proximal (Expect Sooner)	Moderate	Distal (Expect Later)
<ul style="list-style-type: none"> <li>Attendance at treatment</li> <li>Attendance at other appointments</li> <li>Home for home visits</li> <li>Report to UA</li> <li>Timeliness</li> <li>Payment</li> </ul>	<ul style="list-style-type: none"> <li>Honesty</li> <li>Testing Negative</li> <li>Participating in Prosocial Activities</li> <li>Employment</li> <li>Progress toward Tx Goals</li> <li>Progress in Tx</li> </ul>	<ul style="list-style-type: none"> <li>Complete Tx LOC</li> <li>Extended Abstinence/Neg. Tests</li> <li>Treatment Goals Completed</li> <li>Phase Goals Completed</li> <li>Program Goals Completed</li> </ul>

#### Step 2. Determine the Response Level

		Proximal (Expect Sooner)	Moderate	Distal (Expect later)
Distal ↓ Prox	Phase 1	Small	Medium	Large
	Phase 2	Small	Medium	Large
	Phase 3		Small	Large
	Phase 4		Small	Large
	Phase 5		Small	Medium

#### Step 3. Choose the Responses (Paired with Judicial Approval/Verbal Praise)

##### 3a. Therapeutic/Teaching Response

	Phase 1	Phase 2	Phase 3	Phases 4 and 5
Single Event	<ul style="list-style-type: none"> <li>Behavior Chain</li> <li>Cost/Benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Chain</li> <li>Cost/Benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Chain</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Chain</li> </ul>
Continued Progress		<ul style="list-style-type: none"> <li>Discuss Change in LOC</li> </ul>	<ul style="list-style-type: none"> <li>Aftercare Fqcy</li> <li>Discuss Re-evaluating MAT/Medications</li> </ul>	<ul style="list-style-type: none"> <li>Aftercare Fqcy</li> <li>Discuss Re-evaluating MAT/Medications</li> </ul>

##### 3b. Supervision Responses

Phase 1	Phase 2	Phase 3	Phases 4 and 5
<ul style="list-style-type: none"> <li>Change in Curfew Status</li> </ul>	<ul style="list-style-type: none"> <li>Reduced Contacts</li> <li>Reduction in Home Visits</li> </ul>	<ul style="list-style-type: none"> <li>Reduced Contacts</li> <li>Reduce Home Visits</li> <li>Reduce in External Monitoring Devices</li> </ul>	<ul style="list-style-type: none"> <li>Reduced Contacts</li> <li>Decreased Drug Testing</li> </ul>

##### 3c. Incentive Response

Small	Medium	Large
<ul style="list-style-type: none"> <li>Judicial approval (always)</li> <li>Fish Bowl</li> <li>Decision Dollars</li> <li>Example for other participants in court</li> <li>Handshake</li> <li>Candy</li> <li>On the A Team</li> </ul>	<p><i>Any small and/or:</i></p> <ul style="list-style-type: none"> <li>Choice of Gift Certificate</li> <li>Supervisor Praise</li> <li>Written Praise</li> <li>Positive Peer Board</li> <li>Certificate</li> <li>Reduction in CS hours</li> <li>Reduction in program fees</li> </ul>	<p><i>Any small, medium or:</i></p> <ul style="list-style-type: none"> <li>Framed Certificate</li> <li>Travel Pass</li> <li>Larger Gift Certificate</li> <li>Position as Mentor to New Participants</li> </ul>

## Inappropriate Behavior

### Sanction Matrix: "What do we want the participant to learn from this?"

#### Step 1. Identify the Behavior

Low (Less Immediate)	Moderate	High (More Immediate)	Very High
<ul style="list-style-type: none"> <li>Late for Scheduled Event</li> <li>Missed payment</li> </ul>	<ul style="list-style-type: none"> <li>Missed UA</li> <li>Failure to Complete Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Unexcused Absence tx</li> <li>Alcohol Use</li> <li>Drug Use</li> <li>Tamper with UA or device/dilute</li> <li>Dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Criminal behavior (new crimes, drinking and driving)</li> <li>Arrest</li> </ul>

#### Step 2. Determine the Response Level

		Low	Moderate	High	Very High
Distal ↓ Prox	Phase 1	Level 1	Level 2	Level 2	Level 4
	Phase 2	Level 1	Level 2	Level 3	Level 4
	Phase 3	Level 2	Level 3	Level 4	Level 5
	Phase 4	Level 3	Level 4	Level 5	Level 5
	Phase 5	Level 3	Level 4	Level 5	Level 5

#### Step 3. Choose the Responses (paired with Judicial Verbal Disapproval and Explanation)

##### 3a. Therapeutic/Teaching Responses

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Behavior Chain</li> <li>Cost/Benefit Analysis</li> <li>Skill Development</li> <li>Homework/Practice</li> <li>Homework chats</li> </ul>	<p><i>Level 1 plus:</i></p> <ul style="list-style-type: none"> <li>Discuss LOC Review</li> <li>Thinking Report</li> <li>Doing things for others (homeless kits, letters to nursing home)</li> </ul>	<p><i>Level 1, 2, plus:</i></p> <ul style="list-style-type: none"> <li>Discuss Referral Medication Eval</li> <li>Treatment Team Review/Round Table</li> </ul>	<p><i>Level 1, 2, 3, plus:</i></p> <ul style="list-style-type: none"> <li>Discuss Re-Assessment</li> </ul>	

##### 3b. Supervision Responses

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>≤ 1 additional report days/week</li> <li>Homework chats</li> </ul>	<ul style="list-style-type: none"> <li>≤ 2 additional report days/week</li> <li>Home Visit</li> <li>Curfew</li> <li>(FTC) Increased supervision at child visits</li> </ul>	<ul style="list-style-type: none"> <li>≤ 3 additional report days/week</li> <li>Continuous Testing</li> <li>GPS/Electronic Monitoring</li> <li>Home Visit</li> <li>Increase frequency UA Test</li> <li>Additional Court Report</li> <li>Case Conference</li> </ul>	<ul style="list-style-type: none"> <li>≤ 4 additional report days/week</li> <li>Electronic Monitor Device</li> <li>Case Conference</li> <li>Curfew</li> </ul>	

##### 3c. Sanction/Punishment Responses (Judicial Disapproval)

	Level 1	Level 2	Level 3	Level 4	Level 5
Community Service	≤ 4 hrs	≤ 8 hrs	≤ 16 hrs	≤ 24 hrs	≤ 32 hrs
Curfew	≤ 3 days	≤ 5 days	≤ 7 days	≤ 10 days	≤ 14 days
House Arrest	≤ 24 hrs	≤ 72 hrs	≤ 5 days	≤ 7 days	≤ 14 days
Jail	≤ 24 hours			≤ 3 days	≤ 5 days
Other				Review Placement	Termination

# WWYD: Jimmy

- Jimmy is in Phase 1.
- He missed a UA and lied, saying he was at the ER with his wife. He wasn't.
- Subsequent test was negative.
- Jimmy went bowling with the peer mentors this week and had a great time.




# Inappropriate Behavior

**Sanction Matrix:** “What do we want the participant to learn from this?”

## Step 1. Identify the Behavior

Low (Less Immediate)	Moderate	High (More Immediate)	Very High
<ul style="list-style-type: none"> <li>Late for Scheduled Event</li> <li>Missed payment</li> </ul>	<ul style="list-style-type: none"> <li>Missed UA</li> <li>Failure to Complete Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Unexcused Absence tx</li> <li>Alcohol Use</li> <li>Drug Use</li> <li>Tamper w/ UA or device</li> <li>Dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Criminal behavior (new crimes, drinking and driving)</li> <li>Arrest</li> </ul>

## Step 2. Determine the Response Level

		Low	Moderate	High	Very High
Distal  Prox	Phase 1	Level 1	Level 2	Level 2	Level 4
	Phase 2	Level 1	Level 2	Level 3	Level 4
	Phase 3	Level 2	Level 3	Level 4	Level 5
	Phase 4	Level 3	Level 4	Level 5	Level 5
	Phase 5	Level 3	Level 4	Level 5	Level 5

**Step 3. Choose the Responses** (paired with Judicial Verbal Disapproval and Explanation)

**3a. Therapeutic/Teaching Responses**

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• Behavior Chain</li> <li>• Cost/Benefit Analysis</li> <li>• Skill Development</li> <li>• Homework/Practice</li> <li>• Homework chats</li> </ul>	<p><b>Level 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Discuss LOC Review</li> <li>• Thinking Report</li> <li>• Doing things for others (homeless kits, letters to nursing home)</li> </ul>	<p><b>Level 1, 2, plus:</b></p> <ul style="list-style-type: none"> <li>• Discuss Referral Medication Eval</li> <li>• Treatment Team Review/Round Table</li> </ul>	<p><b>Level 1, 2, 3, plus:</b></p> <ul style="list-style-type: none"> <li>• Discuss Re-Assessment</li> </ul>	

**3b. Supervision Responses**

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>• ≤ 1 additional report days/week</li> <li>• Homework chats</li> </ul>	<ul style="list-style-type: none"> <li>• ≤ 2 additional report days/week</li> <li>• Home Visit</li> <li>• Curfew</li> <li>• (FTC) Increased supervision at child visits</li> </ul>	<ul style="list-style-type: none"> <li>• ≤ 3 additional report days/week</li> <li>• Continuous Testing</li> <li>• GPS/Electronic Monitoring</li> <li>• Home Visit</li> <li>• Increase frequency UA Test</li> <li>• Additional Court Report</li> <li>• Case Conference</li> </ul>	<ul style="list-style-type: none"> <li>• ≤ 4 additional report days/week</li> <li>• Electronic Monitor Device</li> <li>• Case Conference</li> <li>• Curfew</li> </ul>	



### 3c. Sanction/Punishment Responses (Judicial Disapproval)

	Level 1	Level 2	Level 3	Level 4	Level 5
Community Service	≤ 4 hrs	≤ 8 hrs	≤ 16 hrs	≤ 24 hrs	≤ 32 hrs
Curfew	≤ 3 days	≤ 5 days	≤ 7 days	≤ 10 days	≤ 14 days
House Arrest	≤ 24 hrs	≤ 72 hrs	≤ 5 days	≤ 7 days	≤ 14 days
Jail			≤ 24 hours	≤ 3 days	≤ 5 days
Other				Review Placement	Termination

No matter how frustrated and disappointed we are with Jimmy's noncompliant behavior, jail is NOT an option.  
A verbal reprimand (judicial disapproval) is a highly effective sanction.  
When combined with supervision and treatment responses there is often no need for any sanction beyond disapproval.

# Positive Behavior

Incentive Matrix: “What do we want the participant to learn from this?”

*Step 1. Identify the Behavior*

Proximal (Expect Sooner)	Moderate	Distal (Expect Later)
<ul style="list-style-type: none"><li>• Attendance at treatment</li><li>• Attendance at other appointments</li><li>• Home for home visits</li><li>• Report to UA</li><li>• Timeliness</li><li>• Payment</li></ul>	<ul style="list-style-type: none"><li>• Honesty</li><li>• Testing Negative</li><li>• Participating in Prosocial Activities</li><li>• Employment</li><li>• Progress toward Tx Goals</li><li>• Progress in Tx</li></ul>	<ul style="list-style-type: none"><li>• Complete Tx LOC</li><li>• Extended Abstinence/Neg. Tests</li><li>• Treatment Goals Completed</li><li>• Phase Goals Completed</li><li>• Program Goals Completed</li></ul>

*Step 2. Determine the **Response Level***

		Proximal (Expect Sooner)	Moderate	Distal (Expect later)
Distal ↓ Prox	Phase 1	Small	Medium	Large
	Phase 2	Small	Medium	Large
	Phase 3		Small	Large
	Phase 4		Small	Large
	Phase 5		Small	Medium

*Step 3. Choose the Responses (Paired with Judicial Approval/Verbal Praise)*

**3a. Therapeutic/Teaching Response**

	Phase 1	Phase 2	Phase 3	Phases 4 and 5
Single Event	<ul style="list-style-type: none"> <li>• Behavior Chain</li> <li>• Cost/Benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Chain</li> <li>• Cost/Benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Chain</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Chain</li> </ul>
Continued Progress		<ul style="list-style-type: none"> <li>• Discuss Change in LOC</li> </ul>	<ul style="list-style-type: none"> <li>• Aftercare Fqcy</li> <li>• Discuss Re-evaluating MAT/Medications</li> </ul>	<ul style="list-style-type: none"> <li>• Aftercare Fqcy</li> <li>• Discuss Re-evaluating MAT/Medications</li> </ul>

**3b. Supervision Responses**

Phase 1	Phase 2	Phase 3	Phases 4 and 5
<ul style="list-style-type: none"> <li>• Change in Curfew Status</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced Contacts</li> <li>• Reduction in Home Visits</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced Contacts</li> <li>• Reduce Home Visits</li> <li>• Reduce in External Monitoring Devices</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced Contacts</li> <li>• Decreased Drug Testing</li> </ul>



### 3c. Incentive Response

Small	Medium	Large
<ul style="list-style-type: none"> <li>• Judicial approval (always)</li> <li>• Fish Bowl</li> <li>• <b>Decision Dollars</b></li> <li>• Example for other participants in court</li> <li>• Handshake</li> <li>• Candy</li> <li>• ≤ 1 day reduction of curfew</li> </ul>	<p><i>Any small and/or:</i></p> <ul style="list-style-type: none"> <li>• ≤ 3 day reduction of curfew</li> <li>• <b>Choice of Gift Certificate</b></li> <li>• Supervisor Praise</li> <li>• Written Praise</li> </ul>	<p><i>Any small, medium or:</i></p> <ul style="list-style-type: none"> <li>• Framed Certificate</li> <li>• Travel Pass</li> <li>• Larger Gift Certificate</li> <li>• Position as Mentor to New Participants</li> <li>• Reduction of Curfew</li> </ul>





## **What if Jimmy was in Ph. 3?**

- **Magnitude of noncompliant behavior: Risky**
- **Proximal v. distal:**
  - **Showing up for tests (P)**
  - **Honesty (P)**

# Inappropriate Behavior

**Sanction Matrix:** “What do we want the participant to learn from this?”

## Step 1. Identify the Behavior

Low (Less Immediate)	Moderate	High (More Immediate)	Very High
<ul style="list-style-type: none"> <li>Late for Scheduled Event</li> <li>Missed payment</li> </ul>	<ul style="list-style-type: none"> <li>Missed UA</li> <li>Failure to Complete Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Unexcused Absence tx</li> <li>Alcohol Use</li> <li>Drug Use</li> <li>Tamper w/ UA or device</li> <li>Dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Criminal behavior (new crimes, drinking and driving)</li> <li>Arrest</li> </ul>

## Step 2. Determine the Response Level

		Low	Moderate	High	Very High
Distal ↓ Prox	Phase 1	Level 1	Level 2	Level 2	Level 4
	Phase 2	Level 1	Level 2	Level 3	Level 4
	Phase 3	Level 2	Level 3	Level 4	Level 5
	Phase 4	Level 3	Level 4	Level 5	Level 5
	Phase 5	Level 3	Level 4	Level 5	Level 5



## What if Jimmy was in Ph. 3?

- Magnitude of noncompliant behavior: Risky
- Proximal v. distal:
  - Showing up for tests (P)
  - Honesty (P)

	Level 1	Level 2	Level 3	Level 4	Level 5
Community Service	≤ 4 hrs	≤ 8 hrs	≤ 16 hrs	≤ 24 hrs	≤ 32 hrs
Curfew	≤ 3 days	≤ 5 days	≤ 7 days	≤ 10 days	≤ 15 days
House Arrest	≤ 24 hrs	≤ 72 hrs	≤ 5 days	≤ 7 days	≤ 15 days
Jail			≤ 24 hours	≤ 3 days	≤ 5 days
Other				Review Placement	Termination





# As Clients Learn, They Improve

- What is proximal and what is distal is constantly changing.
- Things that are distal today are proximal tomorrow
- When we phase up clients it's a confirmation that clients are making progress
- They need less of our time and resources, and more is now expected of them.
- Make sure clients understand this!



# Matrix Tutorial

<https://vimeo.com/547496224/d09c6d56d6>

# MATRIX PRACTICE

WE ARE WHAT  
WE REPEATEDLY DO  
**EXCELLENCE**, THEN  
IS NOT AN ACT  
BUT A HABIT



*Aristotle*

celebquote.com

You become what  
you consistently  
practice.

So practice  
consistently what  
you want to  
become.

# Scenario - Shawana

- Shawana is in Phase 2
- She scores as high risk on a validated and standardized risk assessment
- She also meets the clinical criteria for moderate to severe substance use disorder (She is high need)
- “Shawana” suffers from depression and PTSD (including childhood trauma)
- At 27, she has been in and out of the criminal justice system her entire adult life
- She has been to prison and returned to the community, only to return to the same issues of substance use and criminality



## Scenario – Shawana (cont.)

- “Shawana” has never before been able to stay consistently involved in treatment
- She has never held a full time job
- “Shawana” just returned to the community after successfully completing ninety days residential treatment
- She just started working full time at the local dry cleaners
- She has three children who are now living with her (since she returned from treatment)
- She has been compliant with all other conditions of the court and treatment since returning home

# Judge Davis: Shawana Part 1

# Breakouts by Team: Craft Your Response Using the Matrix

1. Think about what Shawana has done prior to this court session – Consider both positive and non-compliant behaviors
2. Follow matrix and decide as a team what you would do

Step 1: Identify the behaviors

Step 2: Consider where she is in the program (Phase 2)

- Step 3: Select the specific response
- a. Therapeutic Response?
  - b. Monitoring Response?
  - c. Incentives/Sanctions?

3. Assign a spokesperson
4. Each team reports out

### Positive Behavior

Incentive Matrix: "What do we want the participant to learn from this?"

Step 1. Identify the Behavior

Proximal (Expect Sooner)	Moderate	Distal (Expect Later)
<ul style="list-style-type: none"> <li>Attendance at treatment</li> <li>Attendance at other appointments</li> <li>Home for home visits</li> <li>Report to UA</li> <li>Timeliness</li> <li>Payment</li> </ul>	<ul style="list-style-type: none"> <li>Honesty</li> <li>Testing Negative</li> <li>Participating in Prosocial Activities</li> <li>Employment</li> <li>Progress toward Tx Goals</li> <li>Progress in Tx</li> </ul>	<ul style="list-style-type: none"> <li>Complete Tx LOC</li> <li>Extended Abstinence/Relig. Tests</li> <li>Treatment Goals Completed</li> <li>Phase Goals Completed</li> <li>Program Goals Completed</li> </ul>

Step 2. Determine the Response Level

	Proximal (Expect Sooner)	Moderate	Distal (Expect Later)
Distal	Phase 1 Small	Medium	Large
↓	Phase 2 Small	Medium	Large
	Phase 3 Small	Small	Large
Prox	Phase 4 Small	Small	Medium

Step 3. Choose the Responses (Paired with Judicial Approval/Verbal Praise)

#### 3a. Therapeutic/Teaching Response

Stage/Event	Phase 1	Phase 2	Phase 3	Phases 4 and 5
Behavior Chain	Behavior Chain	Behavior Chain	Behavior Chain	Behavior Chain
Cost/Benefit Analysis	Cost/Benefit Analysis	Cost/Benefit Analysis	Cost/Benefit Analysis	Cost/Benefit Analysis
Discussed Change in LOC	Discussed Change in LOC	Discussed Change in LOC	Discussed Change in LOC	Discussed Change in LOC
Allegation Policy	Allegation Policy	Allegation Policy	Allegation Policy	Allegation Policy
Discussed Re-evaluating MAT/Medications	Discussed Re-evaluating MAT/Medications	Discussed Re-evaluating MAT/Medications	Discussed Re-evaluating MAT/Medications	Discussed Re-evaluating MAT/Medications

#### 3b. Supervision Responses

Phase	Phase 1	Phase 2	Phase 3	Phases 4 and 5
Change in Curfew Status	Change in Curfew Status	Change in Curfew Status	Change in Curfew Status	Change in Curfew Status
Reduced Contacts	Reduced Contacts	Reduced Contacts	Reduced Contacts	Reduced Contacts
Reduced Home Visits	Reduced Home Visits	Reduced Home Visits	Reduced Home Visits	Reduced Home Visits
Decreased Drug Testing	Decreased Drug Testing	Decreased Drug Testing	Decreased Drug Testing	Decreased Drug Testing

#### 3c. Incentive Response

Small	Medium	Large
<ul style="list-style-type: none"> <li>Judicial approval (alloway)</li> <li>Push Bowl</li> <li>Reduction Dollars</li> <li>Example for other participants in court</li> <li>Mandatoric</li> <li>Candy</li> <li>On the A Team</li> </ul>	<ul style="list-style-type: none"> <li>Any award/endor.</li> <li>Choice of Off. Certificate</li> <li>Supervisor Praise</li> <li>Written Praise</li> <li>Positive Post Board</li> <li>Certificate</li> <li>Reduction in CS hours</li> <li>Reduction in program fees</li> </ul>	<ul style="list-style-type: none"> <li>Any award/endor.</li> <li>Prized Certificate</li> <li>Travel Pass</li> <li>Larger Gift Certificate</li> <li>Position as Monitor to New Participants</li> </ul>

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### Inappropriate Behavior

Sanction Matrix: "What do we want the participant to learn from this?"

Step 1. Identify the Behavior

Low (More Immediate)	Moderate	High (More Immediate)	Very High
<ul style="list-style-type: none"> <li>Late for Scheduled Court</li> <li>Missed payment</li> </ul>	<ul style="list-style-type: none"> <li>Missed UA</li> <li>Failure to Complete Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Unexcused Absence to Alcohol UA</li> <li>Drug Use</li> <li>Tamper with UA or new urinal</li> <li>Disturbance</li> </ul>	<ul style="list-style-type: none"> <li>Criminal Behavior (new crimes, drinking and driving)</li> <li>Arrest</li> </ul>

Step 2. Determine the Response Level

	Low	Moderate	High	Very High
Distal	Phase 1 Level 1	Level 2	Level 2	Level 4
↓	Phase 2 Level 1	Level 2	Level 3	Level 4
	Phase 3 Level 2	Level 3	Level 4	Level 5
Prox	Phase 4 Level 3	Level 4	Level 5	Level 5

Step 3. Choose the Responses (paired with Judicial Verbal Disapproval and Explanation)

#### 3a. Therapeutic/Teaching Responses

Level 1	Level 2	Level 3	Level 4, 2, 3, 4, 5	Level 5
<ul style="list-style-type: none"> <li>Behavior Chain</li> <li>Cost/Benefit Analysis</li> <li>Self Development</li> <li>Homework/Practice</li> <li>Homework chats</li> </ul>	<ul style="list-style-type: none"> <li>Level 2 plan:</li> <li>Discuss LOC Review</li> <li>Thinking Report</li> <li>Discuss Urinal for others (Business kit, letters to instating notes)</li> </ul>	<ul style="list-style-type: none"> <li>Level 3, 2, 3, 4, 5 plan:</li> <li>Discuss Referral</li> <li>Medication Eval</li> <li>Therapist Team Review/Board Note</li> </ul>	<ul style="list-style-type: none"> <li>Level 4, 2, 3, 4, 5 plan:</li> <li>Discuss Re-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Level 5</li> </ul>

#### 3b. Supervision Responses

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>a 1 additional report (biweekly)</li> <li>Homework chats</li> </ul>	<ul style="list-style-type: none"> <li>a 2 additional report (biweekly)</li> <li>Home Visit</li> <li>Curfew</li> <li>(FTC) Increased supervision of child visits</li> </ul>	<ul style="list-style-type: none"> <li>a 3 additional report (biweekly)</li> <li>Continuous Testing</li> <li>(GPS/Electronic Monitoring)</li> <li>Home Visit</li> <li>Increase frequency UA Test</li> <li>Additional Court Report</li> <li>Case Conference</li> </ul>	<ul style="list-style-type: none"> <li>a 4 additional report (biweekly)</li> <li>Electronic Monitor Device</li> <li>Case Conference</li> <li>Curfew</li> </ul>	<ul style="list-style-type: none"> <li>Level 5</li> </ul>

#### 3c. Sanction/Punishment Responses (Judicial Disapproval)

	Level 1	Level 2	Level 3	Level 4	Level 5
Community Service	< 4 hrs	< 8 hrs	< 16 hrs	< 24 hrs	< 32 hrs
Curfew	< 3 days	< 5 days	< 7 days	< 10 days	< 14 days
House Arrest	< 24 hrs	< 72 hrs	< 5 days	< 7 days	< 14 days
Jail	< 24 hours	< 72 hours	< 5 days	< 7 days	< 14 days
Other	Revocation	Placement	Revocation	Placement	Revocation

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## Positive Behavior

### Incentive Matrix: "What do we want the participant to learn from this?"

#### Step 1. Identify the Behavior

Proximal (Expect Sooner)	Moderate	Distal (Expect Later)
<ul style="list-style-type: none"> <li>Attendance at treatment</li> <li>Attendance at other appointments</li> <li>Home for home visits</li> <li>Report to UA</li> <li>Timeliness</li> <li>Payment</li> </ul>	<ul style="list-style-type: none"> <li>Honesty</li> <li>Testing Negative</li> <li>Participating in Prosocial Activities</li> <li>Employment</li> <li>Progress toward Tx Goals</li> <li>Progress in Tx</li> </ul>	<ul style="list-style-type: none"> <li>Complete Tx LOC</li> <li>Extended Abstinence/Neg. Tests</li> <li>Treatment Goals Completed</li> <li>Phase Goals Completed</li> <li>Program Goals Completed</li> </ul>

#### Step 2. Determine the Response Level

		Proximal (Expect Sooner)	Moderate	Distal (Expect later)
Distal ↓ Prox	Phase 1	Small	Medium	Large
	Phase 2	Small	Medium	Large
	Phase 3	Small		Large
	Phase 4	Small		Large
	Phase 5	Small		Medium

#### Step 3. Choose the Responses (Paired with Judicial Approval/Verbal Praise)

##### 3a. Therapeutic/Teaching Response

	Phase 1	Phase 2	Phase 3	Phases 4 and 5
Single Event	<ul style="list-style-type: none"> <li>Behavior Chain</li> <li>Cost/Benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Chain</li> <li>Cost/Benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Chain</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Chain</li> </ul>
Continued Progress		<ul style="list-style-type: none"> <li>Discuss Change in LOC</li> </ul>	<ul style="list-style-type: none"> <li>Aftercare Fqcy</li> <li>Discuss Re-evaluating MAT/Medications</li> </ul>	<ul style="list-style-type: none"> <li>Aftercare Fqcy</li> <li>Discuss Re-evaluating MAT/Medications</li> </ul>

##### 3b. Supervision Responses

Phase 1	Phase 2	Phase 3	Phases 4 and 5
<ul style="list-style-type: none"> <li>Change in Curfew Status</li> </ul>	<ul style="list-style-type: none"> <li>Reduced Contacts</li> <li>Reduction in Home Visits</li> </ul>	<ul style="list-style-type: none"> <li>Reduced Contacts</li> <li>Reduce Home Visits</li> <li>Reduce in External Monitoring Devices</li> </ul>	<ul style="list-style-type: none"> <li>Reduced Contacts</li> <li>Decreased Drug Testing</li> </ul>

##### 3c. Incentive Response

Small	Medium	Large
<ul style="list-style-type: none"> <li>Judicial approval (always)</li> <li>Fish Bowl</li> <li>Decision Dollars</li> <li>Example for other participants in court</li> <li>Handshake</li> <li>Candy</li> <li>On the A Team</li> </ul>	<p>Any small and/or:</p> <ul style="list-style-type: none"> <li>Choice of Gift Certificate</li> <li>Supervisor Praise</li> <li>Written Praise</li> <li>Positive Peer Board</li> <li>Certificate</li> <li>Reduction in CS hours</li> <li>Reduction in program fees</li> </ul>	<p>Any small, medium or:</p> <ul style="list-style-type: none"> <li>Framed Certificate</li> <li>Travel Pass</li> <li>Larger Gift Certificate</li> <li>Position as Mentor to New Participants</li> </ul>

## Inappropriate Behavior

### Sanction Matrix: "What do we want the participant to learn from this?"

#### Step 1. Identify the Behavior

Low (Less Immediate)	Moderate	High (More Immediate)	Very High
<ul style="list-style-type: none"> <li>Late for Scheduled Event</li> <li>Missed payment</li> </ul>	<ul style="list-style-type: none"> <li>Missed UA</li> <li>Failure to Complete Assignments</li> </ul>	<ul style="list-style-type: none"> <li>Unexcused Absence tx</li> <li>Alcohol Use</li> <li>Drug Use</li> <li>Tamper with UA or device/dilute</li> <li>Dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Criminal behavior (new crimes, drinking and driving)</li> <li>Arrest</li> </ul>

#### Step 2. Determine the Response Level

		Low	Moderate	High	Very High
Distal ↓ Prox	Phase 1	Level 1	Level 2	Level 2	Level 4
	Phase 2	Level 1	Level 2	Level 3	Level 4
	Phase 3	Level 2	Level 3	Level 4	Level 5
	Phase 4	Level 3	Level 4	Level 5	Level 5
	Phase 5	Level 3	Level 4	Level 5	Level 5

#### Step 3. Choose the Responses (paired with Judicial Verbal Disapproval and Explanation)

##### 3a. Therapeutic/Teaching Responses

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Behavior Chain</li> <li>Cost/Benefit Analysis</li> <li>Skill Development</li> <li>Homework/Practice</li> <li>Homework chats</li> </ul>	<p>Level 1 plus:</p> <ul style="list-style-type: none"> <li>Discuss LOC Review</li> <li>Thinking Report</li> <li>Doing things for others (homeless kits, letters to nursing home)</li> </ul>	<p>Level 1, 2, plus:</p> <ul style="list-style-type: none"> <li>Discuss Referral Medication Eval</li> <li>Treatment Team Review/Round Table</li> </ul>	<p>Level 1, 2, 3, plus:</p> <ul style="list-style-type: none"> <li>Discuss Re-Assessment</li> </ul>	

##### 3b. Supervision Responses

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>≤ 1 additional report days/week</li> <li>Homework chats</li> </ul>	<ul style="list-style-type: none"> <li>≤ 2 additional report days/week</li> <li>Home Visit</li> <li>Curfew</li> <li>(FTC) Increased supervision at child visits</li> </ul>	<ul style="list-style-type: none"> <li>≤ 3 additional report days/week</li> <li>Continuous Testing</li> <li>GPS/Electronic Monitoring</li> <li>Home Visit</li> <li>Increase frequency UA Test</li> <li>Additional Court Report</li> <li>Case Conference</li> </ul>	<ul style="list-style-type: none"> <li>≤ 4 additional report days/week</li> <li>Electronic Monitor Device</li> <li>Case Conference</li> <li>Curfew</li> </ul>	

##### 3c. Sanction/Punishment Responses (Judicial Disapproval)

	Level 1	Level 2	Level 3	Level 4	Level 5
Community Service	≤ 4 hrs	≤ 8 hrs	≤ 16 hrs	≤ 24 hrs	≤ 32 hrs
Curfew	≤ 3 days	≤ 5 days	≤ 7 days	≤ 10 days	≤ 14 days
House Arrest	≤ 24 hrs	≤ 72 hrs	≤ 5 days	≤ 7 days	≤ 14 days
Jail	≤ 24 hours			≤ 3 days	≤ 5 days
Other				Review Placement	Termination



# Judge Davis: Shawana Part 2

**Meet participants where they are**

**Take context into account**



**Look for the positives**

# Questions, Training, TA?

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