



Tools that
motivate change

Why is Change So Hard?

- It requires motivation, a certain skillset, considerable time, self-control, tolerance for discomfort, and ongoing effort
- Setbacks are inevitable and discouraging
- Humans are **NOT** hard-wired for change

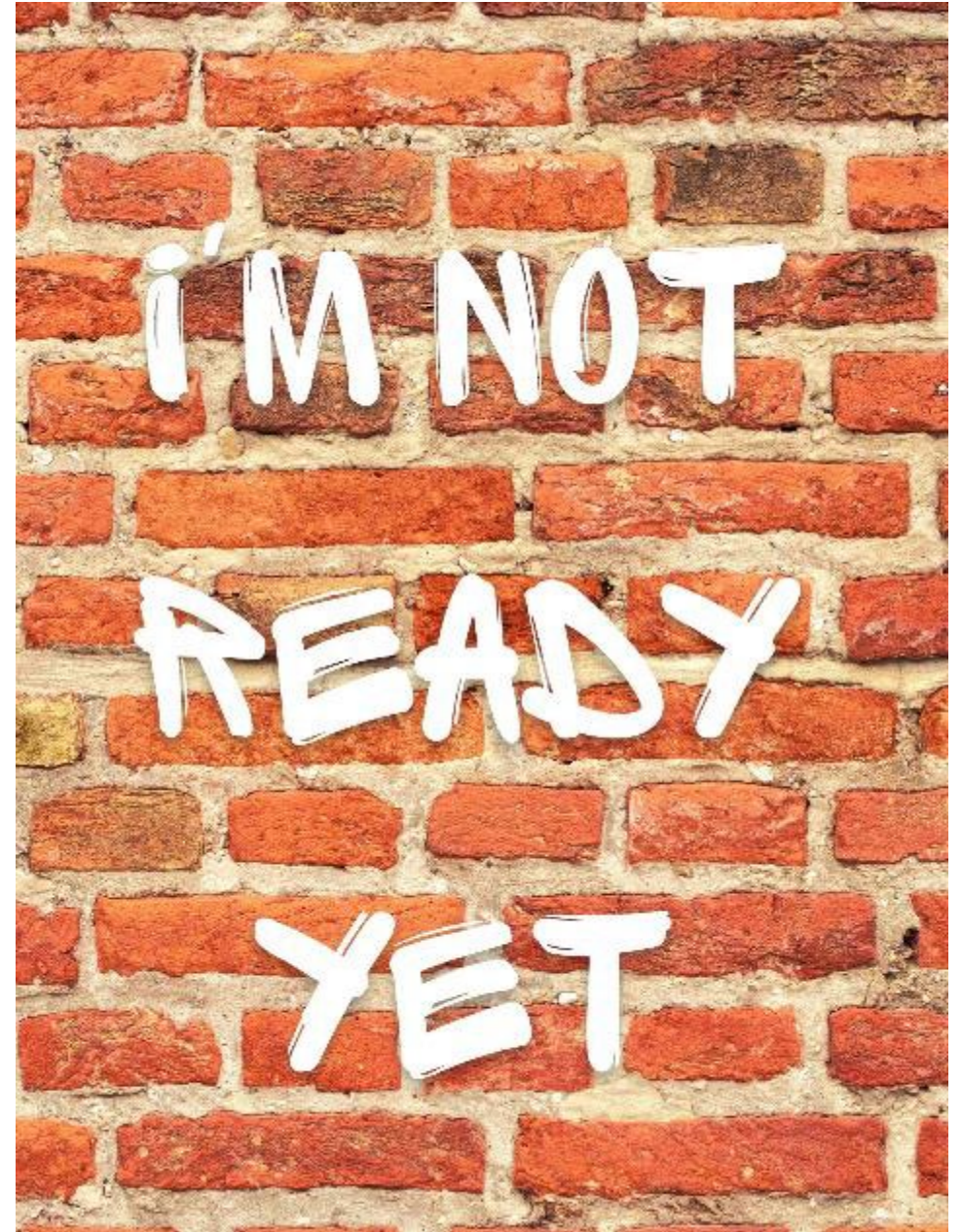


- No matter what internal motivation they may (or may not) have, many of our folks do not have the current resources and skill set to be successful.
- Motivation is rare, fleeting – and not relevant in the beginning.
- How do we promote Engagement from the beginning?
- How to we encourage repetition of positive behavior and discourage negative behavior?
- How do we provide HELP, support and instill HOPE?



Common Initial Attitudes/Behaviors

- Denial, defiant
 - Lying
 - Suspicious
 - Manipulative
 - Antisocial
 - Not motivated
 - Positive drug tests
- Minimal effort
 - Withdrawn
 - Low self-esteem / no confidence
 - Poor attitude
 - Easily overwhelmed



It's Okay if They Aren't Ready Yet

- We excel at getting them there!
- How do do that?
 - Staff/client relationship!
 - Staff engagement, MI
 - Identifying and addressing barriers to success (responsivity)
 - Instilling HOPE
 - Correct use of our tools works: incentives, sanctions, monitoring responses, and therapeutic teaching responses.

NOT
READY
YET?
NOT A
PROBLEM

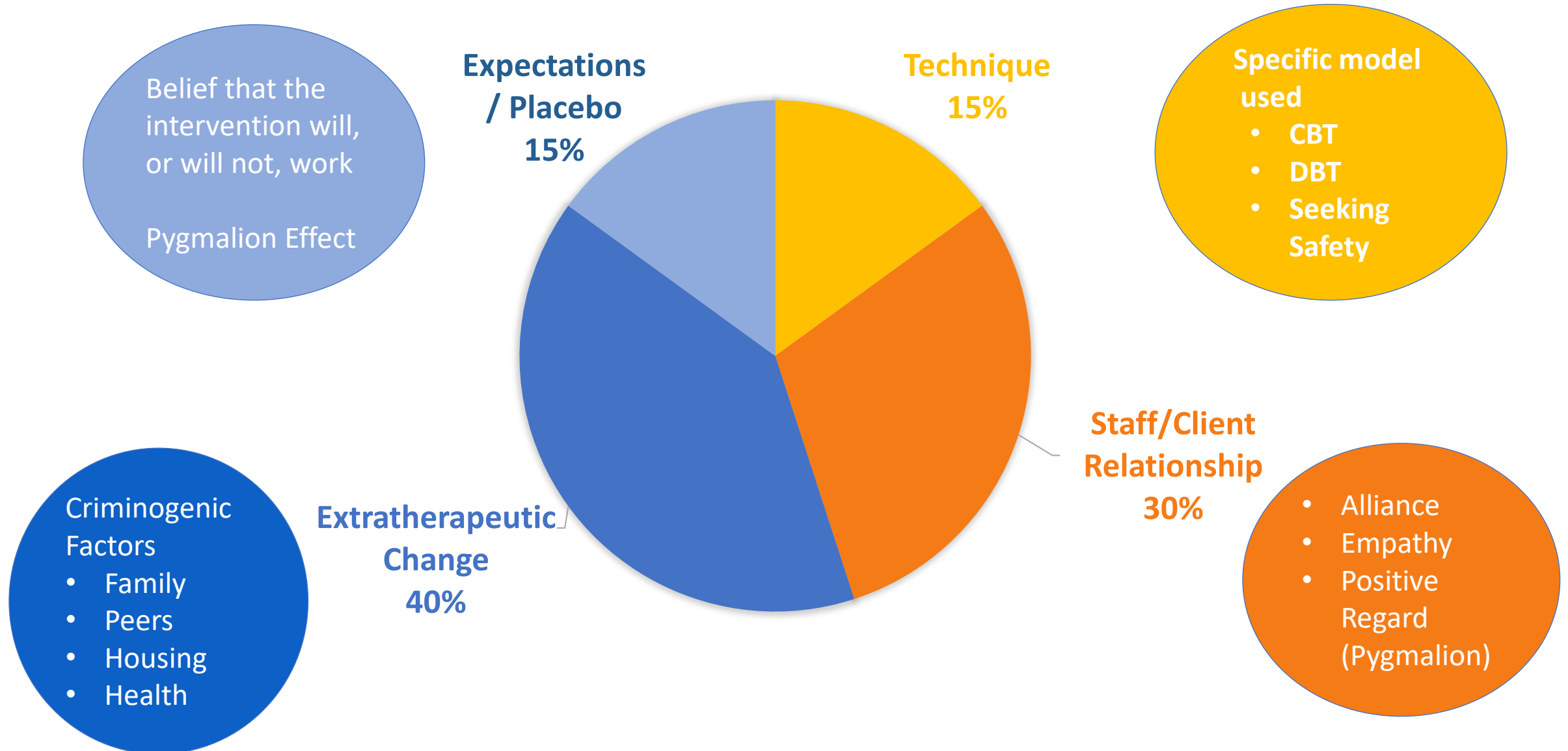
Our Goal

Attitudes/Behaviors

- Honest, open
- Prosocial
- Responsible
- Changed to positive people, places, things
- Motivated
- High self-esteem / confidence
- Healthy
- Capable
- Support network



What leads to behavior change?



STAFF CLIENT RELATIONSHIP – 30% OF BEHAVIOR CHANGE

We are neurologically wired for connection

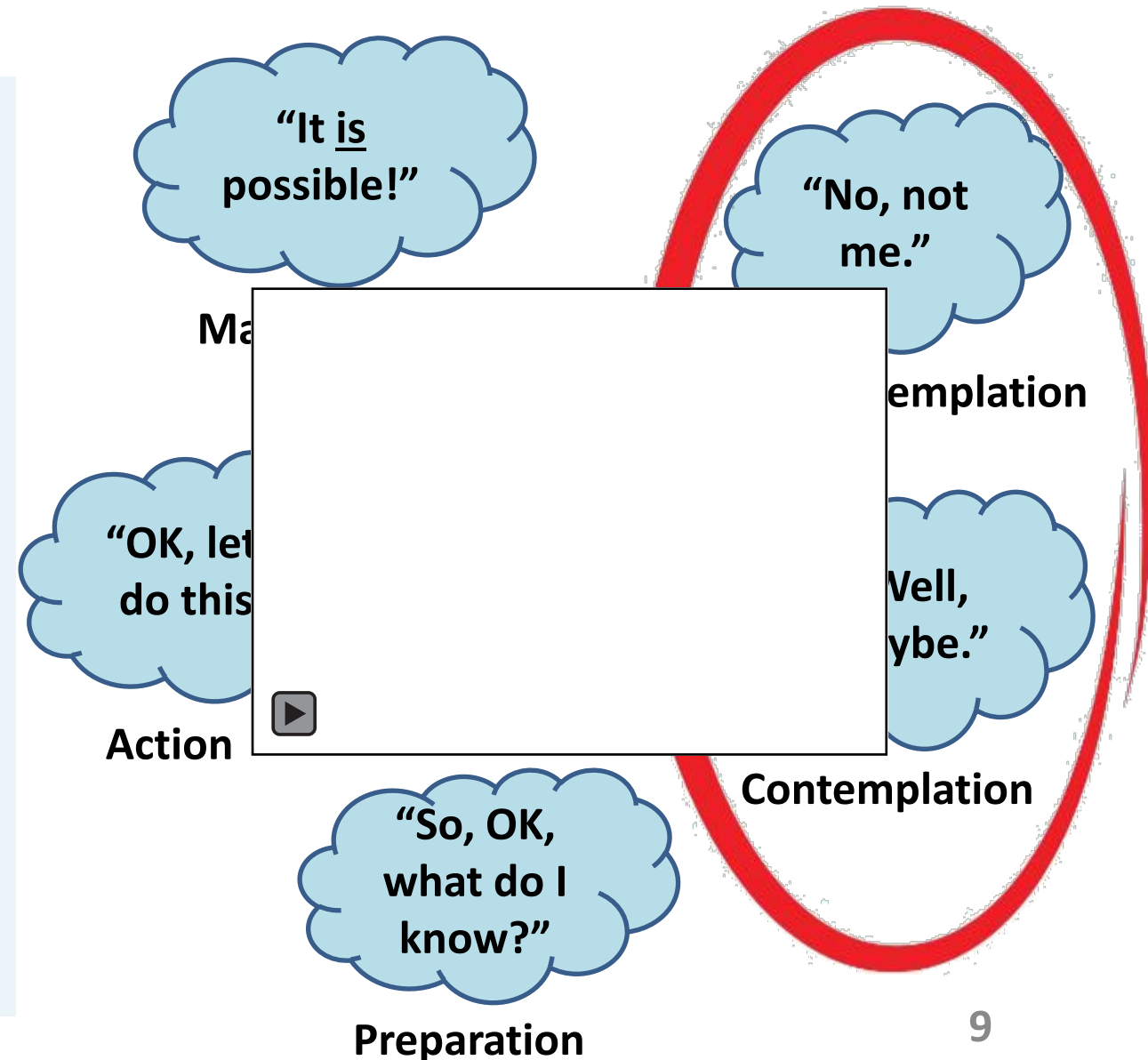
In brain imaging studies, **Perceived Social Isolation** was associated with changes in connectivity between and within different portions of the brain associated with:

- 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**



How We Motivate the Unmotivated

- Incentives & sanctions – increase motivation, promote engagement
- Teaching responses teach new skills & behaviors
- Supervision allows us to detect and respond to behavior EFFECTIVELY
- Goal: “What do we want the them to LEARN?”





Why Focus on Learning?

- We're modeling citizenship & creating opportunities for personal growth
- Our focus on learning helps them see how positive changes help THEM
- To create a learning opportunity, we must always be quite specific:
 - WHAT we liked/disliked and WHY
 - HOW continuing/stopping that behavior affects THEIR goals
- Our responses, applied correctly, help clients understand there are intrinsic reasons for engaging in positive behavior beyond avoiding punishment

BASIC PRINCIPLES OF REINFORCEMENT & PUNISHMENT

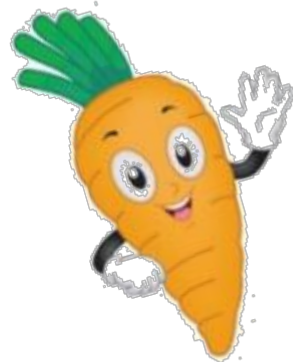
INCENTIVES

Positive reinforcement:

- Give them **stuff they like**

Negative reinforcement:

- Take away stuff they don't like



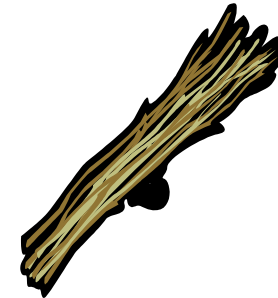
SANCTIONS

Punishment:

- Apply **stuff they don't like**

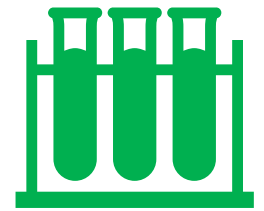
Response Cost:

- Take away stuff they like





OUR OTHER RESPONSES (Service Adjustments)



TEACHING RESPONSES

➤ Based on assessment and observation

If they are **struggling**:

- They may need reassessment, more contacts, and DIFFERENT services or approaches to TEACH new behaviors
- They may need referrals to SUD or MH treatment

- **HELP, not punishment!**

When they **stabilize** we reduce:

- Because they're getting better now
- They are gaining independence in using the tools we have provided and using their recovery capital

MONITORING

➤ Based on assessment and observation

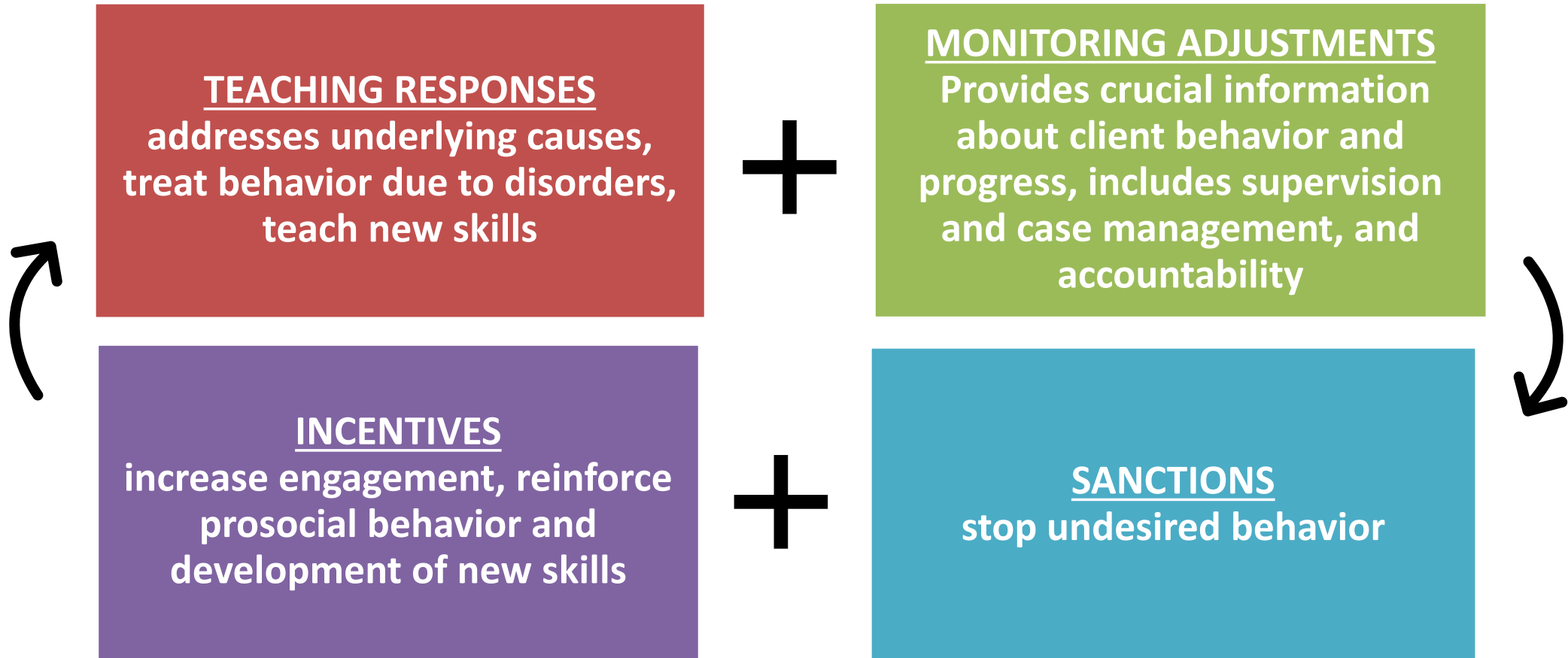
If they are **struggling**:

- They may need MORE contacts, and DIFFERENT testing approaches (*responsivity and accountability*)
- You may need more *information* about what is going on with them
- **SUPPORT and accountability, not punishment!**

When they **stabilize** we reduce because they:

- Don't need as much of our time and attention anymore
- Need the opportunity to gain independence and start holding themselves accountable

Our Tools That Motivate Behavior Change – and Work!



We use these tools in unison!

Using the Tools

- 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 positive for alcohol & THC
- But Jimmy went to Sober Bowling night, a community event suggested by his PO, and had a great time.

How do we respond?

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



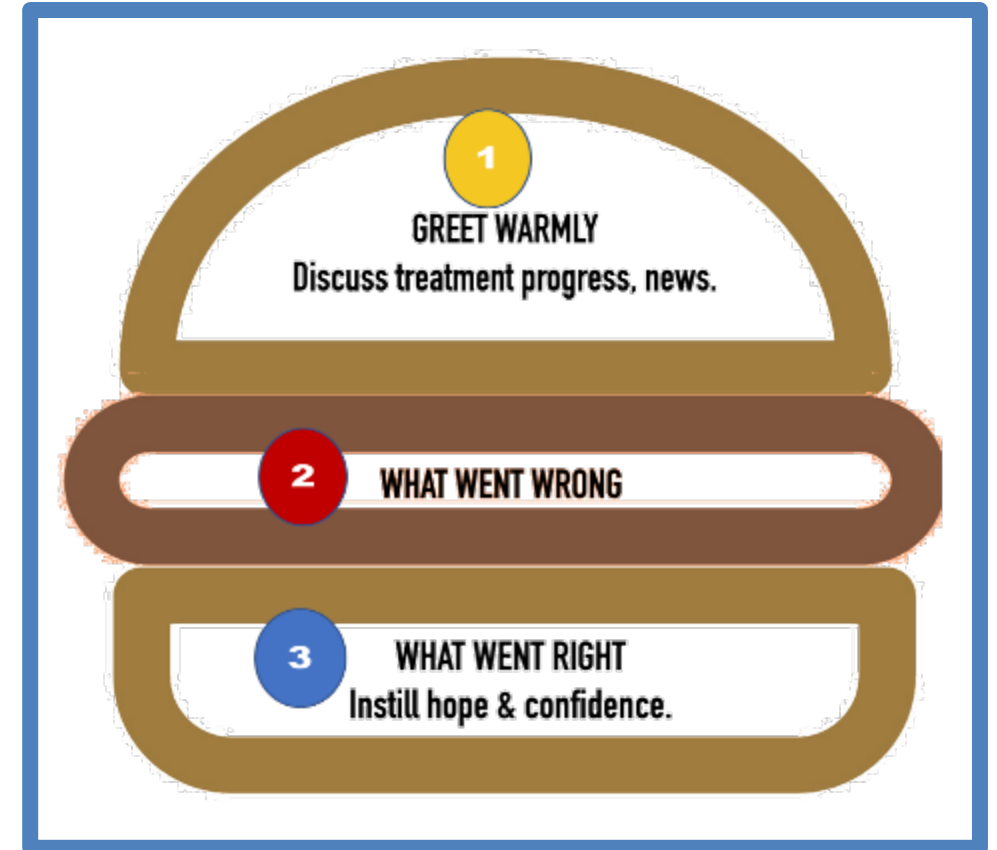
WWYD: Should Jimmy receive both an incentive and a sanction this week?

- 1. No, that would dilute the effect of the sanction and send a very confusing message to Jimmy.**
- 2. Yes, we should reward positive behaviors even if there were also problems that week.**



Receiving Both an Incentive and a Sanction? Yes!

- We never miss an opportunity to reinforce positive behavior – even if other things went wrong.
- We will carefully explain WHAT behaviors we are responding to.
 - Specifically, WHAT, WHY & HOW
- What do we want Jimmy to learn? Is our response the best way to teach it?



We avoid confusion by being SPECIFIC and helping clients see how change helps THEM achieve THEIR goals!

Tools For Behavior Change

TREATMENT RESPONSES

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

MONITORING ADJUSTMENTS

Provides crucial information
about client behavior and
progress, includes supervision
and case management, and
accountability

INCENTIVES

increase engagement, reinforce
prosocial behavior and
development of new skills

SANCTIONS

stop undesired behavior

Teaching Responses

Teaching Responses are not “therapy”– that’s for a licensed clinician! They’re designed to help participants understand the need to change, how to change, and to learn new behaviors. (This may include referral to treatment)

They:

- ✓ Respond to behaviors due to disorders
- ✓ Teach new skills
- ✓ Develop understanding
- They are all about **HELP & SUPPORT &** should be our **FIRST** consideration!
- When clients struggle, we respond to their needs – that’s not a sanction.



Teaching Responses

- Staff explaining/confirming need for various SUD or MH treatment services
- Cognitive Social Skills training and practice
- Cognitive Problem Solving Assignments
- Change Talk
- Thinking report/essay
- Apology Letter/Accountability Statement
- Homework/ skills practice/ role-playing
- Volunteering (service in community) – participant choice
- Cognitive exercises (behavior chain, cost/benefit analysis)



Behavior Chain

SITUATION

A friend I hadn't seen in a long time showed up at my house. We started talking and goofing around. One thing led to another and we ended up going to his place. Other friends showed up at his place. I planned not to use, but I drank a beer and we ended up smoking weed in his basement.

Name: _____

Date: _____

THOUGHTS

I missed hanging out with him. I planned to just drink a soda, 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. It 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 should have just told him I am in recovery.

CONSEQUENCES

+

It was good to be with my friend again and feeling "normal" again. I could relax. It was cool to hang with our other friends. It was fun to be at his place.

-

I had over 90 days without using. I haven't been clean that long since I was a little kid. I blew it. Now I'm getting a sanction and I have to start over

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stop undesired behavior

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

SUPERVISION ADJUSTMENTS



Supervision = Support

– Drug testing, contacts, field services, case management

- Not “Gotcha”
- Not just noticing when clients are struggling; but also noticing when they’re SUCCEEDING and rewarding them
- Observation changes behavior (accountability) and motivates use of new skills



Reminder:

Reliable Detection (of Both Positive and Negative Behaviors)

- Allows us to respond **IMMEDIATELY** and **APPROPRIATELY**
- Motivates participants to use new skills
- Helps team gauge if treatment plan is working
- Consistency and Immediacy (**NOT severity!**) motivates change.

You are an Agent of Hope and Change

- Research shows a positive staff/ client relationship is crucial for engagement, instilling hope and supporting change
- We are role models. We model respect and we expect respect in return
- We provide specific feedback that promotes understanding of the need to change and how to do it!
- We model the change we are seeking and practice those skills with our clients
- We demonstrate positive regard and help probationers engage in their own change process
- We are HOPE Dealers!



SUPERVISION ADJUSTMENTS

Enhancements

- Re-assessment of criminogenic needs
- Increased contacts, home visits
- More/ different testing
- Technology
- Referrals to treatment and other services
- Curfew, GPS
- Travel restrictions

Not sanctions! Help.

Reductions

- Fewer contacts
- Fewer field visits
- Reductions or removal of curfew
- Decreased drug testing

Not incentives! Progress.

IMPORTANT: *You don't want clients to consider spending time with you as a punishment. Remember the importance of your relationship for engagement and HOPE!*



Monitoring = Support and Accountability

- You step in when your client is engaged in something risky, is learning a new skill, is trying something difficult or is struggling
- You step back when your client has mastered that skill so they can learn self-regulation, self-accountability and independence



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Sanctions

Decrease or **STOP** a behavior (short term)

Punishment - only works if perceived as unpleasant and the consequence is associated with the specific behavior you want to stop – **Be Specific!**

Note: Clients 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



Sanctions

- Judge/Team member disapproval
- Unpleasant community service (your choice, not theirs)
- Curfews
- House confinement
- Electronic monitoring
- Travel Restrictions
- Removal of privileges



Sanctions should be Unpleasant, Not Harmful

Unpleasant community service

- ✓ Day at the dump, recycling center, park/waterway clean-up
- ✓ Cleaning the jail/detention, probation lobby
- ✓ Highway clean-up



A photograph of a modern building interior, likely a community center or office. The upper level features a grid-patterned facade with large windows. The lower level has a lounge area with blue armchairs and tables. The image is partially obscured by a white, torn-paper-like graphic on the right side.

About Jail/Detention

- Jail should rarely be used

Only when client has engaged in:

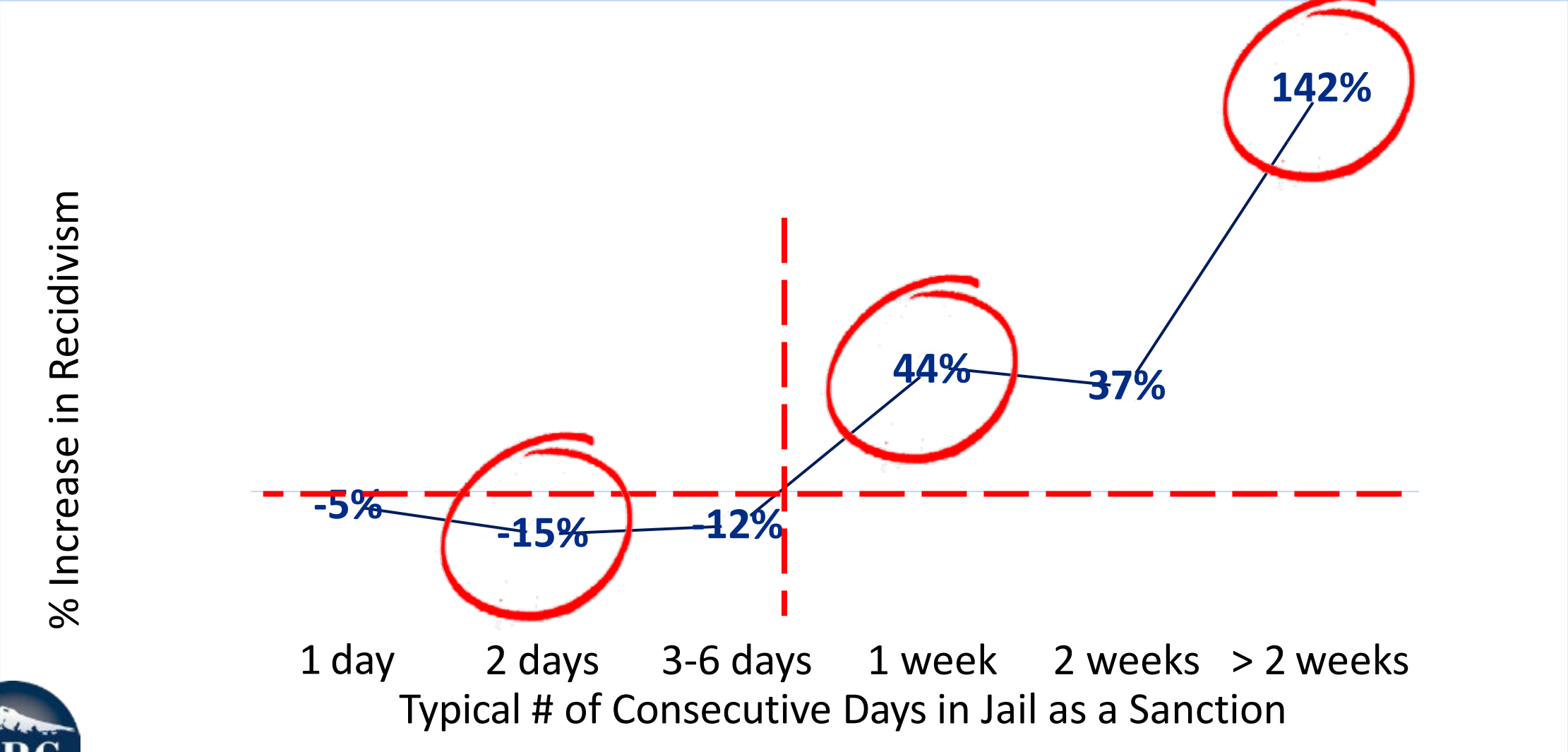
- **ILLEGAL** behavior
- Behavior that endangers others
- Behavior that compromises the effectiveness of the treatment court program (drug testing fraud, selling drugs to other probationers, damaging monitoring devices, etc.)



Why Not Jail?

- ❑ Doesn't change behavior - Our clients are often habituated to punishment
- ❑ Doesn't teach the right messages
 - ✓ Jail disrupts obligations/prosocial behavior (treatment, employment, family)
 - ✓ Jail is filled with antisocial people, behaviors, ideas
 - ✓ Jail is not drug-free
 - ✓ Jail reinforces negative self-image (e.g., once a criminal always a criminal)
 - ✓ Jail creates learned helplessness ("I knew I couldn't do it")

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



*Not the best public safety choice in the long run



Focus on Fairness

- Sanctions are often misused and overused.
- EBP: Use the least onerous sanction needed to effect behavior change.
- Too excessive punishment can cause:
 - Fear, Anger
 - Helplessness
 - Resistance
 - Disengagement
- Use graduated sanctions, appropriate for the magnitude of the behavior and current skillset of participant (proximal/distal).

Last Word About Sanctions

- If we're only talking about how to punish the participant, we missed an opportunity.
- Always ask, "WHY did this happen?"
 - Is desired behavior proximal v. distal?
 - Disease-related behavior?
- Is client getting the support they need in developing the needed skills?
- What GOOD things is client doing?
 - Recognize baby steps and give incentives!
- What do we want the client to LEARN?
 - Is a sanction the best way to teach this lesson?
- Are we instilling HOPE and positivity?



Tools For Behavior Change

TEACHING RESPONSES address underlying causes, treat behavior due to disorders, teach new skills

SUPERVISION ADJUSTMENTS
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

Incentives

Increase/ teach/ reinforce
desired behaviors

- Feel good, are validating, build confidence
- Potential for LONG-lasting effects
- Model positive behavior (what you want them to do in place of the negative behaviors)
- Promote engagement & increase motivation



D

EMPLOYMENT



What Do We Reinforce?

Achieving Desired Behaviors:

- Showing up*
- Timeliness*
- Honesty*
- Neg UAs/ Blows*
- Complete classes (CBT, etc.)
- 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 supervision & teaching responses and will help clients long after probation ends.**
- **Our consistent responses keep clients engaged until natural reinforcers kick in.**

INCENTIVES: REWARDING BEHAVIOR

- ✓ Praise, cards, texts
- ✓ Certificates
- ✓ Tokens
- ✓ Gift cards
- ✓ Small items
- ✓ Fishbowl/wheel
- ✓ Travel allowance



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

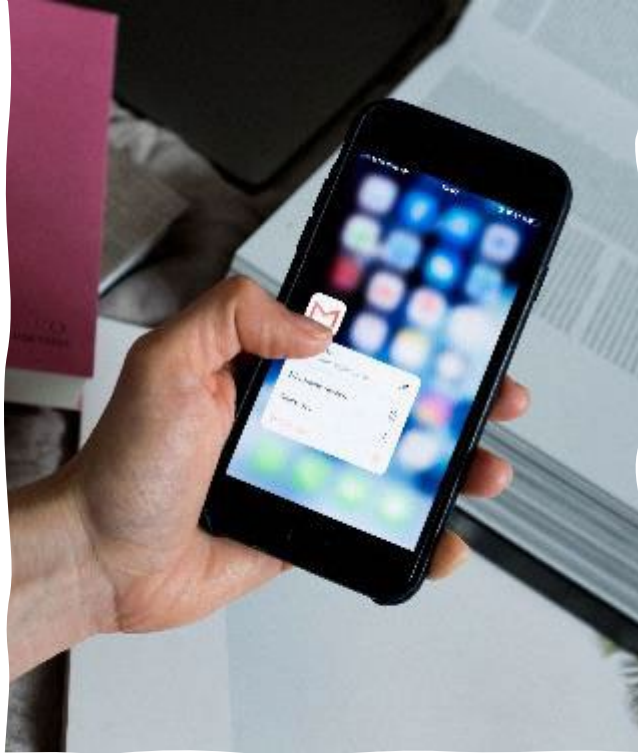
**\$20 DISCOUNT
on SUP FEES!**

- Reduced community service
- Fees waived, reduced
- Virtual reporting

Praise & Approval

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



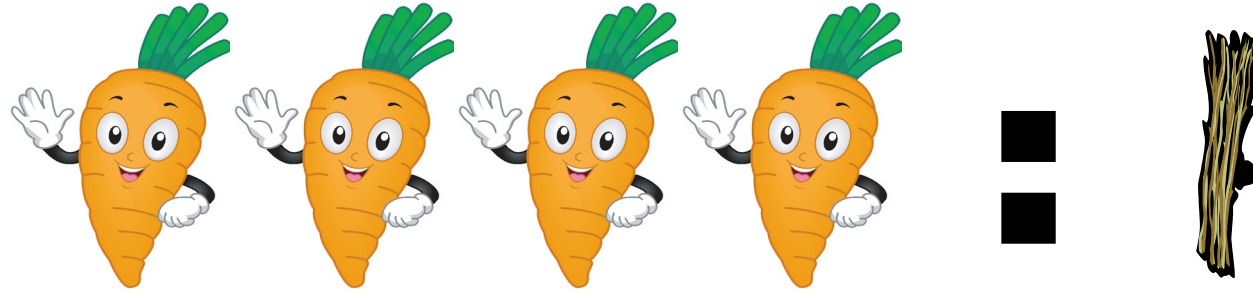


Lots of Ways to Convey Approval!

- Judge and team member praise
- Follow-up emails, texts, FaceTime
- Video clip messages to keep
- Handmade cards/ notes
- Letter home to loved one*
- Written commendation for the file

Incentives Should Far Outnumber Sanctions!

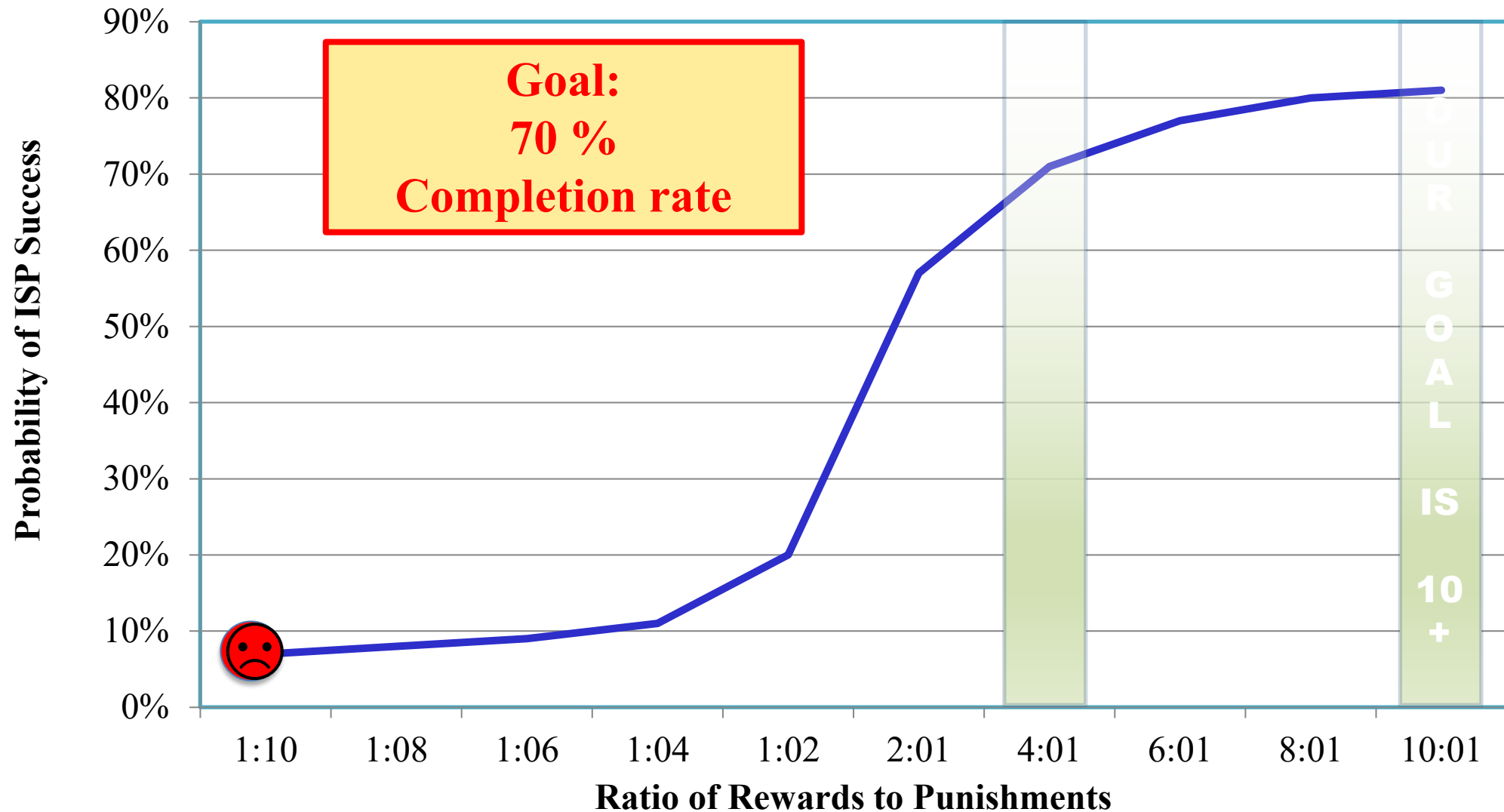
➤ 4:1?



➤ 10:1 is better.



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



Essential Elements of an Effective Incentive

Must be delivered ASAP

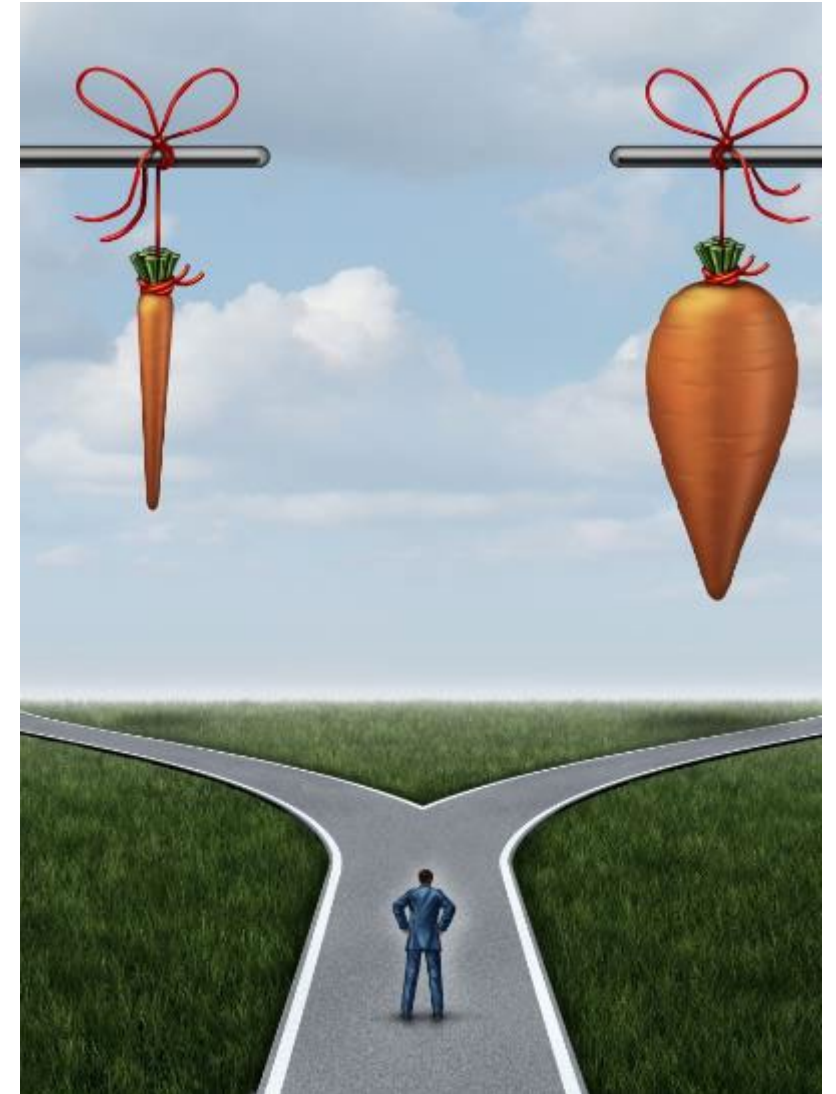
Must be specific/ associated with the behavior (WHAT, WHY, HOW)

Must be valued by the client

Must be EARNED

Incentives can have negative consequences if perceived as **undeserved**.

- Entitlement
- Complacency
- Undermines value of DESERVED praise
- Sends a message they are not being monitored closely or competently



Other Considerations

- Provision of basic needs is **not** an incentive (food, clothing, housing, bus passes) – this is support they need to engage in services and change behavior
- **For youth:** Identify allies in the family. Show them how to deliver incentives at home, too. (Praise from family, privileges)
- **For those with mental health barriers, brain injuries:** Take extra time & focus on learning



Finding the Right Incentive



- An essential element of an effective response is that the response must be meaningful to the client
- Incentives only work if the client **LIKES** the reward
- How do we know what they like? **ASK THEM!**
- Even better, let them **CHOOSE!**
- Remember small rewards delivered correctly (**WHAT, WHY, HOW**) can have deep significance to the client

***How do we
decide on the
best response?***



First - Consult the Rainbow Dude

HOW WE DECIDE

- Responses to behavior
- Changes in treatment
- Changes in supervision



Who are they in terms of risk and need?

Where are they in the program (phase)?

Why did this happen (circumstances)?

Which behaviors are we responding to?
proximal or distal?

What is the response choice/magnitude?

How do we deliver and explain response?

Best Practice: Determine responses using a Decision Matrix

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

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"> Behavior Chain Cost/Benefit Analysis 	<ul style="list-style-type: none"> Behavior Chain Cost/Benefit Analysis 	<ul style="list-style-type: none"> Behavior Chain 	<ul style="list-style-type: none"> Behavior Chain
Continued Progress		<ul style="list-style-type: none"> Discuss Change in LOC 	<ul style="list-style-type: none"> Aftercare Fqcy Discuss Re-evaluating MAT/Medications 	<ul style="list-style-type: none"> Aftercare Fqcy Discuss Re-evaluating MAT/Medications

3b. Supervision Responses

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

3c. Incentive Response

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

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

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

3b. Supervision Responses

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

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 kid. He wasn't.
- Subsequent test was negative.
- Jimmy went bowling with the peer mentors this week and had a great time.




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	Phase 5	Level 3	Level 4	Level 5	Level 5

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

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

Step 2. Determine the Response Level

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

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

3a. Therapeutic/Teaching Response

Level 1	Level 2	Level 3
<ul style="list-style-type: none">• Behavior Chain• What did you learn chat	<ul style="list-style-type: none">• Behavior Chain• Cost/Benefit Analysis• Reassess LOC	<ul style="list-style-type: none">• Behavior Chain• Mentor Other Participants• Reassess LOC

3b. Supervision Responses

Level 1	Level 2	Level 3
<ul style="list-style-type: none">• Change in Curfew Status• Inspirational/celebratory text from supervision/case manager	<ul style="list-style-type: none">• Reduced Contacts• Reduction in Home Visits	<ul style="list-style-type: none">• Reduced Contacts• Reduce Home Visits• Reduce in External Monitoring Devices

3c. Incentive Responses

Level 1

- Judicial approval (always)
- Celebratory text from team
- Fish Bowl
- **Decision Dollars**
- Handshake
- Candy
- On the A Team

Level 2

Any small and/or:

- Choice of Gift Certificate
- Example for others in court
- **Written Praise**
- Positive Peer Board
- Certificate
- Reduction in CS fees
- Reduction in program fees

Level 3

Any small, medium or:

- Framed Certificate
- Travel Pass
- Larger Gift Certificate
- Position as Mentor to New Participants



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

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"> Behavior Chain Cost/Benefit Analysis 	<ul style="list-style-type: none"> Behavior Chain Cost/Benefit Analysis 	<ul style="list-style-type: none"> Behavior Chain 	<ul style="list-style-type: none"> Behavior Chain
Continued Progress		<ul style="list-style-type: none"> Discuss Change in LOC 	<ul style="list-style-type: none"> Aftercare Fqcy Discuss Re-evaluating MAT/Medications 	<ul style="list-style-type: none"> Aftercare Fqcy Discuss Re-evaluating MAT/Medications

3b. Supervision Responses

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

3c. Incentive Response

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

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

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

3b. Supervision Responses

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

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

Link to video on using the matrix

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

*NPC Research: Contact Shannon Carey (sacary@npcresearch.com). Adapted from a matrix originally developed by the Harris County TX Treatment Court. Training is recommended before use. Please do not change or revise without permission. While individual responses can change, the steps and their order should remain.

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Capitalizing on Hope

- Seeing is believing: New clients need to see it all
- Take incentives first— unless a “teachable moment.”
- Utilize mentors or your alumni group (Peer Support)
- Generously use incentives until “natural” reinforcers kick in.
- **If we do our job correctly, natural reinforcers will kick in and our clients will WANT recovery**

Sober Sisters



AA is not always a good fit - especially for women

Questions?



Questions, Training, TA?

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