

Webinar Transcript - Facilitating Behavior Change Using Incentives and Sanctions

Welcome to the National Criminal Justice Training Center webinar, Facilitating Behavior Change Using Incentives and Sanctions. My name is Greg Brown and I will be moderating for today's webinar. I'm a program manager with the National Criminal Justice Training Center. And I worked in probation for several years and have been with NCJTC overseeing and providing content for our corrections focus.

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I'm pleased to introduce today's presenter, Dr. Anjali Nandi. Dr. Nandi is an associate with the National Criminal Justice Training Center of Fox Valley Technical College. She's also the Chief Probation Officer for the 20th judicial district for the state of Colorado.

Additionally, Dr. Nandi is a published author, having co-authored nine books. And Anjali, thank you for joining us today. And the time is now yours.

Great. Thank you so much. And welcome, everyone. This is a really interesting and exciting topic because we're focusing on how to facilitate behavior change. And I think we all, from personal experience, know how difficult changing behavior is.

I'm sure you have struggles with behaviors that you wish you could change more easily. You've had goals that you've wanted to accomplish in terms of behavior change. And maybe you find yourself kind of slipping back into old patterns.

So we know from personal experience, we also know from the research that behavior change is really, really tough. And it's tough for a variety of different reasons. So what we're going to do is we're going to talk about behavior change in general, why it's hard. And then we're going to take one slice of it and talk about behavior change specific to the criminal justice system and how to use incentives and sanctions, which are essentially rewards and punishments, it's a different way of talking about those.

We're going to talk about how do you use incentives and sanctions in order to help support facilitating behavior change. We'll also talk about how to think about what behaviors to support and what to maybe ignore and leave for later. So we'll talk about proximal goals, distal goals, and coming up with some effective ways of supporting behavior change in criminal justice. So that's the plan. We'll see how this goes.

Let's start by talking about why change is so terrible. So we'll talk about behavior change in multiple different ways. But we'll start by talking about what behaviors actually are. So any time we learn a particular behavior, and let me back up for a second, most voluntary behavior is learned. All right, that's social learning theory. Most of our voluntary behavior is learned.

And the cool thing about that is it therefore can be unlearned or changed right. So most voluntary behavior is learned. We pick up behaviors in a variety of different ways. For example, when I talk, I use my hands a lot. That's a learned behavior, even though I haven't been conscious about learning it.

So I picked it up probably by watching maybe my parents or watching somebody talk by using the hands. And so it's sort of this learned behavior. It's the way that I express myself. Now, of course, it can be changed. But one of the ways we learn behaviors is by watching, social learning.

Another way is we do something and it feels really good. Any time we do a particular behavior and it feels really good, that behavior gets reinforced. So what's happening in the brain is if we engage in a particular behavior and that behavior feels rewarding, there's a part of our brain where a ton of chemicals get activated, saying, oh my gosh, that felt really good. Let's do it again.

Because that's about survival. It's the way our brains work. It's about finding behaviors that are enjoyable, pleasurable, and doing those again so that we can continue to survive. It's important for our survival.

So what's happening, though in, the brain, is when we try something new, different neurons connect with each other for a new behavior. An example might be-- I'll use an example of driving. Maybe you're new to a town, you've just moved to a new town, and you have a new job. And you're sort of learning the path between home and work.

So you take the route the first time, and it's a little confusing, and you get a little lost. But you get there. And then the next time, you sort of come around, and you have to go to work, the path is a little bit easier. But what's happening in the brain is every time you do it, these neural connections get set up in your brain where the one neuron is connecting to another. And they wire together, meaning the whole setup of driving from home to work becomes one system.

And if it's rewarding, if it feels good, the brain prioritizes that particular system over other systems. So driving is a very simple example because it's a way that I can explain how systems develop in the brain. But perhaps it's not terribly rewarding. So let's think about behaviors that are a little more rewarding.

And I'll think about maybe offer food as an example because that is so rewarding. And so the food example might be that when you eat cookies, or let me talk about myself, when I eat cookies, it's extremely rewarding. They're so delicious that this reaching out for a cookie, that thing, gets wired together.

And so if I'm now presented with a cookie versus a kale salad, my brain will have a quicker movement towards the cookie because it's more rewarding to me than towards a kale salad. Now, of course, we can slow it down. We can say, I really want the cookie, but wait, et cetera.

So yes, behaviors can be changed. But I really want you to understand how easy it is for us, when a behavior is rewarding, for it to almost become a pattern. And these are what we call habits. Habits are sets of neurons or neural systems that have wired together and have this myelin layer on top of them.

Myelin is this fatty stuff that sits on top of our neurons to make the whole pattern, the whole system, the whole neural network work faster. So neurons that tend to fire together, they get wired together into a whole system. And so when we have to change behavior, we have to break apart an entire system.

It's not as easy as just separate this one piece. There's a whole system involved, a whole neural network involved. So we form habits that way. And habits that give us pleasure are way, way more difficult to change than habits that don't give us pleasure.

So I would love for you, and Greg just put in a comment saying enter any questions or comments into the Q&A box. So Greg, I just want to confirm, if ask folks questions, they should only use the QA box? Is that right? Or if ask them a question like I was about to ask them--

No, no, no, no, I mean, I'm sorry, questions that need a little bit more. But if you want to have some interaction, just call out and use the chat.

OK, super, great. So folks would love for you to open your chat box, if it's not open. So click that little chat box that looks like a speech bubble. Open that up. And into the chat, give me examples of habits that are pleasurable. Habits that feel good that either you or people you know tend to engage in. What are examples of that?

Katie, Katie said coffee. Katie, thank you so much for being the first to participate. I love it. Taking a bath. Chocolate, sleeping in, candy, going for a walk, going to the gym. Tamara, thank you, that was great. I love these examples, oh my gosh. Going for a walk, paddleboarding. Oh my gosh, Heather, it's finally getting warm where I live. And I'm so looking forward to paddleboarding.

Lying in bed and watching old movies. Veronica, that sounds lovely. Dana, I would love for you to come to my house. Dana said cleaning. But Dana is actually right. There's a lot of pleasure associated with cleaning. And we can go into why later. Exercise, hiking, shopping. Sofia, that's so sweet, back scratches, exercise, procrastination. Baking, oh yes.

Swimming, working out, we're coming up a lot. Angela, eating, absolutely one of my fave. Cooking, money, so making money, spending money, I'm not sure, but maybe both. A foot rub, great, baking, not having to wake up to an alarm clock. Driving, massage, guilty pleasures like shopping, chocolate, walking, exercise, and after, I eat the chocolate. It's so good, yes, lovely.

Yeah, we can have a whole discussion on why chocolate is so good for us. But we'll save that for a different time. OK, these are amazing examples. And a lot of you gave us both healthy and potentially problematic examples, right? So habits don't have to be problematic.

In fact, when we can make something a habit, we are able to not have conscious decision making around it, which makes it easier for us. So let me break that down just for a second. That if I have to-- if I'm faced with chocolate chip cookie or kale salad and I haven't developed a habit about just reaching for the kale salad every time, let's say that's my goal, for whatever reason, then I have to make a conscious decision.

Should I take the chocolate chip cookie? Or should I go for the kale salad? And anytime we make a conscious decision, it tires us. I don't know if you've noticed, but let's say you are trying to, for whatever reason, avoid cookies in the break room. And you're at work, and the break room always has cookies, and this is my life, by the way.

There are always cookies in our break room at our office. And if I'm trying to avoid them, I do very well in the morning. And then by the end of the evening, it becomes a lot more difficult to say no. Because every time I have to make a conscious decision to say no, it tires us.

I want you to think about this from a client's perspective. When they are trying to change a habit, whether it's moving away from substance use, or moving away from hanging out with certain friends, or moving away from shoplifting, or whatever the behavior is that used to come naturally or was a habit, and now they're trying to do something different, they have to get their conscious brain involved every single time. And it's exhausting.

So there's a reason why we tell people it takes time to build a habit because we have to keep practicing and running that route. So when we talked about driving, it's kind of a similar thing that's happening with our brains and forming neural networks around new habits.

Let's say you have a particular path from your home to your work, life is great, it's become a habit. You don't even have to think about it. You don't even have to make very conscious decisions. Sometimes, you might even get to work and think, how did I get here so quickly? I wasn't even conscious as I was driving.

You were conscious, it was just-- it was a different part of your brain that was functioning. And then one fine day, there's a big sign on the route that you're taking saying construction ahead, you have to take a detour.

So you take a detour. And the sign says this construction is going to be there for two months. All right, the next day, more than most likely, you would have forgotten about the detour. And you go and realize, oh wait, detour, because what you're trying to do is build a new path. And building a new path takes a little time.

So you have to run that new route over and over and over again before you kind of cement it in your brain, before all of these neural networks are put together. And of course, talking about driving is really easy. But when there's pleasure involved, when there's reward involved, just like in the examples that you all provided, habits become much more difficult to change.

So I hope that makes sense. If you have questions, please definitely pop it into the question and answer box. We're all watching that. So at any point if you have a question, just pop it in there. So Greg says, so if my habit is speeding-- no, sorry, you still don't have a good excuse for the officer, sorry, Greg.

Veronica is asking how long does it take to form a new habit. That's a really interesting question. And it kind of depends. It depends on how pleasurable the particular habit is. So if there's a lot of reward and pleasure associated with it, it can happen really quickly. If there's not and it's one of those sort of habits that is hard but will eventually get easier, it takes anywhere between three weeks and three months sometimes to build a new habit.

Because it just depends on how quickly you are putting your neural networks together. But there are tricks. So Veronica, I love that you asked this question, because let's say my habit is-- the habit that I'm trying to build is to not snooze my alarm and wake up the first time it goes off.

So let's say that's the habit that I'm trying to build. It's not pleasurable. I can tell you quite honestly, even though I'm an early riser, I actually get out of bed at 4:00 in the morning, I hate getting out of bed. Because it's so warm. And I have my husband here, and the doggy here, and it's just the best. And it's so hard to get out of bed, right?

So it's not pleasurable to get out of bed the first time the alarm rings. But let's say that's the habit I'm trying to build to get out of bed. We can make that habit a little easier by adding reward to it. So let's say I love the smell of coffee. One of the ways I could do it is time the coffee machine to go off maybe just a little bit before I wake up. So that when the alarm rings, I smell coffee. And there's pleasure associated with it.

So we can trick ourselves into some of these things. There are some great questions coming in. So Veronica, I hope that answers your question. And I know it was a difficult answer because there's not exactly how long it takes. It depends on the amount of pleasure. But we can trick ourselves into doing it a little faster, anywhere from three weeks to three months.

Is it easy to break a habit once you start forming one? It's extremely difficult if there's reward involved for the previous habit. So if the habit was something that had an addictive quality to it, whether it's alcohol, or we all can have habits around de-stressing with negative stuff, de-stressing with shopping, or gambling, or alcohol, or whatever it is, then it becomes really difficult to break a habit once you've formed it.

Cody asks how many slip-ups should we expect in these new habit forming behaviors? So the research is a little mixed. But one of the places that you can go to find this particular research is the stages of change theory. And the stages of change model by Prochaska and DiClemente has been around for a really long time.

And what they looked at was many different behaviors and how often people would slip up before actually sort of changing behavior for the long haul. And what they found was on average, people would go through the cycle about seven times before being able to actually change behavior. So Cody, one answer that we potentially know is seven, how many slip ups, about seven on average.

Now, that could mean that some people have zero and other people have a lot. So it's just an average. And great, Veronica, thank you for adding that. It's tough, right? Our behaviors are tough. And you and I right now, we're talking about food. And we're talking about driving.

But the folks that we work deal with really, really tough habits, habits that have kept them alive, whether it's lying, manipulating, using substances, using criminal activity to get what they need. I mean, whatever those behaviors are, it's kept them alive. And so it's really tough to change some of these behaviors for them because it's also associated with survival and reward as well.

So change is hard because of these sort of neural networks. And we're trying to break those apart and build new ones. Change is also hard because it's super uncomfortable. And we all know that if something is comfortable, we have to really be convinced in order to get ourselves a little uncomfortable.

So it brings up this whole piece around how can we help reward people engaging in uncomfortable behaviors. People change for rewards. Unfortunately, as human beings, we don't always change to avoid punishment. We change to avoid rewards.

And if you doubt that, just think about the things like cardiac issues, or diabetes, and I mean type 2 diabetes, or any of the issues, health-related issues. So many of our health-related issues are related to problematic habits that we have gotten ourselves into. And we know that they are problematic. And yet, we continue to do them because they're comfortable and they feel good.

So it's not the consequence that often makes us change. So we will talk about incentives and sanctions. But I really want you to hear loud and clear that your incentives will work way more strongly than your sanctions or your consequences in order to change behavior.

Another reason change is really hard is if we are surrounded by people who also engage in the very behavior that we're trying to avoid. So from our clients' perspective, if you could think about somebody trying to change their drug use and they're hanging around people, all of whom use drugs, it's going to be so much more difficult for them. So that social influence really, really matters.

Of course sometimes, it's about psychology and psychological issues. Maybe I'm continuing this particular behavior because I'm dealing with depression or dealing with anxiety. And this behavior actually helps me. Nail biting is a great example.

For some people, maybe they really want to change their-- stop biting their nails, but they know that that's what gives them comfort when they're having anxious thoughts. So there might be some psychological pieces that we need to attend to.

Change is also hard because it feels good in the moment, even if the long-term consequences are painful. And we are unfortunately all about instant gratification, immediate gratification. So if it feels good right now, even though we might regret it later, we'll still go for it and do it unless we can pause ourselves and think it through.

So that pause is something that we can talk about a little bit later. So immediacy, instant gratification, that's where the reward comes. And if the punishment comes later, that's not as powerful. So something to keep in mind when we're talking about incentives and sanctions is incentives work really well when they're as close to the behavior as possible, meaning they happen as quickly after the behavior as possible.

So obviously drug use, eating, shopping, all of those things, the reward is immediate. Another thing about change is-- yeah, Marlina provides an example like smoking. Continuing to smoke, knowing that it's bad for you.

I mean, consequences don't always work. It says on the cigarette container, essentially, this is going to kill you. And we still continue to do it because it's going to kill me, yes. But something's going to kill me. And we're all going to die anyway. So might as well continue to smoke is the thinking. That's the way we get out of it. So I love that example. Thank you.

Change is also hard when I'm trying to change for extrinsic reasons versus intrinsic ones. So intrinsic reasons are reasons for me because they align with my values, or because I want to be a better mom, or whatever it is. I want a better life for myself. I want something different. I want to be better in whatever ways.

Extrinsic is I'm going to change because you're telling me to. I'm going to change because I'm being forced to, because if I don't, I'll go to jail or something like that. So those are extrinsic rewards. Or extrinsic motivations.

Now, discipline is this tough piece that goes along with why change is so hard. And I don't mean this with any shame. There's no shame associated with this. It's just really difficult to say no to behaviors that feel good. And when we talked about-- there's kind of a moment in there where we have to pause and say, is this going to get me-- is engaging in this behavior going to lead me to the person I want to be?

That might be a question. Or maybe the question is when I tell my partner, or even myself, or I tell a friend about what I did, what story do I want to be able to tell? And does that involve engaging in this negative behavior?

So pausing right there is sometimes really difficult. And discipline lives-- the pause, it lives in a different part of our brain than the immediate reward. So our immediate reward is all about our old brain, our lizard brain, limbic system, lots of different words for it.

But immediacy of reward, and feeling good, and impulsivity, and all of that is in that part of our brain. And then discipline is in the frontal cortex, or the wizard, or the thinking part of our brain. And if we are scared, or stressed, or angry, or hungry, or any of those things, we're feeling sad or feeling like we don't belong, or any of those, it's very hard to have access to the thinking part of our brain. It's very hard to be disciplined.

So I'm curious from you all, if you could add to the chat, what are times when you notice your discipline go into the toilet? What are examples that you can provide, or even just-- even one or two words, when does your discipline really struggle?

Yes, Dawn, during stress. Yes. When you're tired, beautiful. Yeah, so stress, when you're tired, boredom, really interesting. Lack of sleep, so Brooke is bringing up lack of sleep, which is really incredibly important. That if we don't have enough sleep, we really get stuck in this immediate reward system.

Because we're just trying to balance ourselves. Stress, when you're overworked, Alana says, when I'm overworked. When you hit a step in your goal, meaning, Cody, when you accomplish your goal? Is that what you mean? Or you accomplish a step, like it really feels good? I'm curious about that.

When I'm overwhelmed, Shauna says. Stressed tired, frustrated, tired, yes. Aspen says it's hard for me to keep up with good eating habits when I don't have enough energy or enough time. Yeah, time is hard. Lack of energy, after drinking alcohol, so true. When I'm distracted, discipline is in the toilet. When you're tired.

Megan, that's beautiful. Yeah, discipline goes into the toilet when we don't feel like we're meeting expectations. It's so true. It's so true. When we start getting down on ourselves, yeah. When we're overstimulated, yes, when we're on vacation. When we're hungry and fast food is really easy. Nicely done.

Yeah, so discipline starts to wane when you accomplish a step towards a positive goal. Yes, so success is actually a really dangerous period. This is true for us. It's true for our clients. When we accomplish something, we want to celebrate. And historically, the way we've celebrated is with some problematic behavior.

So if I'm trying to have a good-- I don't know, we're talking about food a lot here. So if I'm trying to eat really healthy, and I do it for a month, and lost whatever pounds, or whatever it is, and I want to celebrate, the way I know how to celebrate is to eat. So it becomes this little cycle.

When you're depressed, yes. Financial issues, great. When it's the end of the semester and all the assignments are due, that's beautiful. And then Veronica, I'm going to come back to your question here in just a second.

So Angela says for my 12-year-old, she'd rather ask for forgiveness than permission. She takes her punishment so long as she has what she wants. So consequences don't always matter. And Angela, that's not just true for your 12-year-old. That's a lot of us.

So Veronica asks, does someone have to be intrinsically motivated to be disciplined? No, you can be externally motivated and still be disciplined. But there's something in there that is intrinsic. So for example, let's say the extrinsic reward is you've signed up for-- actually, let's use a client example.

They are saying to you that they won't use substances because you have said that if they do, they'll go to jail, for example. So that's extrinsic reasons. I don't want to go to jail. And so they're trying to hold it together and use some discipline.

But underneath that, it's not just jail. There's something else that's more intrinsic. So underneath that, it might be that if they go to jail, they'll miss their kids and they really want to be there for their kids. Or underneath that is they finally found a job and they don't want to lose that. Or underneath, there's something intrinsic in there.

But on the surface, it can absolutely be an extrinsic reason. Intrinsic motivation, however, is strong and will be more long lasting than extrinsic motivation. So I take extrinsic motivation any day of the week. I'm like, yes, if you are doing this because I'm telling you to, fine, we'll start there.

But then slowly, over time, I keep talking with them about what's intrinsic about this change. So Cody's asking is it better to build intrinsic motivation and incentives for our clients, or partner with extra-- or partner extrinsic with intrinsic?

So sometimes, people will start purely for extrinsic reasons. Because my doctor told me, or because my probation officer is saying it, or because the judge whatever, all extrinsic. So people start because of that. But then slowly, we need to have the conversation about how is this impacting you and your life? And what do you notice is better? And you're starting to move things more intrinsic.

Rewards sometimes can be extrinsic. So if I set up a reward system where I say do this, and I'll give you this thing, if the behavior is really tough, that will help. But if they're already intrinsically motivated to do something, that extrinsic reward won't really do much good because there's already intrinsic motivation.

So rewards and incentives really work for behaviors that clients are struggling with. It makes less sense to reward behaviors that come easily to people. So if a particular client always comes to your appointment on time, praise them. But there's no need to reward it with something larger than that.

Thank you for coming on time is good enough reward because it's already a part of their behavior. But if they're really struggling with taking their UAs, taking their monitoring, substance use monitoring, or urinalysis tests, or breathalyzers, or whatever you have them doing, if they're struggling going there, then you can reward that. So always reward behaviors that are really, really difficult for people.

Love these questions. Definitely keep them coming. So how do we set up a reward system? Let's talk a little bit about that. So the first piece is to make sure that you are clear with folks about what the expectation is. So that there's structure.

You're clear about what the behavior is that you want them to be doing, how frequently, whatever it is. So what is the structure? You're really, really setting up structure, boundaries, clear, clear expectations. And don't just set up clear expectations in that first appointment or first conversation. These expectations have to be ongoing with them.

So quite frequently, you talk about expectations, frequency, timing, all of those things, roles, what I expect of you, what you expect of me, those kinds of things. And you do it kind of on an ongoing basis. So that's really important for rewards to work.

The second piece is relationship, meaning there has to be an understanding between you and the person that fundamentally, you are invested in their success, that you care. Now, it could be that you are just completely burnt out, crispy, and you don't actually care. And I get it, right? Understood.

Somehow, you, in your conversations with them, have to hold it together and convey that it matters. And that you have hope, meaning you believe in the possibility that they can change. All right, so those are two really important pieces that you believe in the possibility. It's called hope that they can change.

And that you care. Because if they believe that A, you don't care, or B, you don't think that they can do it, we've lost, according to the research, we've lost about 40% of the battle. So isn't that interesting? That relationship really, really, really matters.

And the relationship can be talked about in terms of this sort of clear expectations, yes, but also hope and belief in them. And then caring. Now maybe caring is the word that doesn't work for you. Maybe it's that they matter, maybe-- give me some other words, if caring doesn't work. Because that's a word that really works for me. It's important to me that people know that I care, that I have their best interest, maybe that's better.

That they belong. Sure yeah, that's huge. Empathy is big. And Veronica, I think that's what we're talking about here. That I care, that I'm empathic, I get it. I understand. And that they're human. Yes, Vin, I love that word, that I'm invested. Yes, and that they're valued. You all are saying this way better than I can.

Yeah, that you believe in their autonomy. That's so, so important. That they're valued. That I'm invested. And expressing-- Greg says expressing to them that it is our job to help them be successful. Yes, and it is our job. That is our job, to help them be successful, whatever that looks like.

And sometimes, unfortunately for some people, success looks like extending the time between relapses. It may not look like 100% beautiful. In fact, Greg says this a lot. He says C's get degrees. There's that saying. And what Greg talks a lot about is that there are clients who will never be A clients.

They will be C or D clients. And that's OK. Their performance is C's and D's. But that's OK. So it's not like they're perfect. If they were perfect, they wouldn't be with us. They wouldn't be in our system. So they're struggling. And of course, their path is not going to be linear. They're going to have a lot of struggle along the way.

As one of you asked, probably seven times at least they're going to slip up. So having an understanding for that and some empathy I think is a word that we've used before that. OK, so that's about the relationship piece.

And then it's not good enough for us to just focus on motivation and incentivizing behavior. We really have to make sure that the client has the skills needed to be successful in that behavior. So an example might be, I can say, hey, client, you've really been struggling with saying no to your friends.

So your friends, you hang out with them, which I totally understand why you would do that. But then they ask you to do something with them, and you struggle saying no. Client, just say no. And then walk away, unhelpful. Because what I haven't done is talked about how. How do we help the client build the skills to say no?

How do we help the client build the skills to ask a question, or engage in conflict that doesn't involve violence? Or I worked on this just the other day with somebody, on how do I ask my boss for time off without getting fired.

I have a client who just has a history of getting fired from one job to the next because of his attitude. And it's not that he wants to get fired. It's that he just doesn't know how to phrase it. And so we had to practice a ton. And actually, Heather, what we did was a ton of role playing.

So I pretended to ask-- I pretended like he was my boss. And I was asking, and then I said, OK, you do it. And then so we played this game. But role playing is exceptionally helpful. And when I say role play, if you squirm in your seats, or you're like, oh gosh, that sounds miserable. Sometimes, it doesn't even have to look like a role play. It could be as easy as saying, so how would you say it?

Give me an example of how you've said it before. OK, so obviously that didn't work. What would you change? What would you do differently? Give me an example of what you would say. So the client says it, and then I'll say, OK, can I change a couple of things? And you try it again. I'll change this. And I'll change that. Try it again.

So it can be really smooth and easy. It doesn't have to be, OK, stop we're going to role play now. We don't have to create this weird situation. So Greg is asking, some professionals might say that this sounds like therapy and it's not my job. My job is to hold them accountable. Good question.

So I'm not actually talking about therapy, right? I'm talking about skill building, which Greg is right, could be therapeutic, meaning helpful. It's good for the soul. We learn something. But it's actually skills. It's literally talking about skills. And it's very problematic to hold somebody accountable for a behavior that they're incapable of doing because they've never learned how.

So one of the things that we, I think, in our system, we struggle with is we have very high expectations of social skills, emotional skills, cognitive skills. Yes, Heather, love the coaching example. We expect our clients to have all of these skills. But unfortunately, they didn't learn these. They didn't learn them perhaps because their parents didn't model it for them. Or maybe they missed it at school, or for whatever reason.

Some of these skills are not there. And so part of our job is to coach them through these skills. And I love the comparison of coaching. And sometimes I use the comparison of being a referee versus being a coach. And our job is more to be a coach and maybe we used to, 30 years ago, in this field, want to be a referee. We blow the whistle every time somebody messes up, like, oh, caught you, stop it, whatever red-- yes, coaching versus-- that's an amazing article.

So really thinking about not just sort of being the boundaries for clients and their guardrails. But really, we're trying to help develop whatever the skills are. And Sofia, you're absolutely right, drug use at a young age has a huge negative influence on developing skills. But so do other things like chaos in the household, experiencing a ton of adverse childhood events, ACEs. Maybe you're all familiar with ACEs.

Experiencing ACEs directly impacts brain development. And brain development is what we're talking about when we're talking about skill building. So there are a lot of different things. Like if I had a ton of chaos in the household or instability, food insecurity, poverty, mental health issues, substance use, violence, all of those things in the household, it can influence how my brain develops as a child.

And then come into adulthood missing some of these really basic skills that everybody else has, but I don't have, and everybody expects me to have, but now I'm struggling. So I hope some of that makes sense. If it doesn't, pop your questions into the chat, or any of your thoughts. I love seeing what you all are putting in there. This is great.

OK, so we talked a little bit about motivation, motivation, intrinsic, extrinsic, about reward. Contingencies are another way of talking about incentives and sanctions. So you might read sometimes in our field, they'll talk about contingency management, which is a fancy way of talking about benefits, consequences, rewards, sanctions, incentives, sanctions.

And what it means is you're very clear with the person, here are the expectations, when you do this, here's what happens. So silly ways that we have done this, we have several different units in our probation department. And one of them is a young adult unit.

And our young adults, transitioning age adults, 18 to 24, they're really tricky because their brain-- their thinking brain has not fully developed. So they're super impulsive. And we struggle a lot with them. And it's with them that we have the best gains with external rewards, with incentives.

So we set up different ways in which-- different games for them to get rewards. So hear me out. And maybe other ideas will come up. And I'm super curious. So type into the chat if you have ideas. But we set up a tic-tac-toe, you're all with me, those things. And we have on the side, these little goals for them.

And they essentially have to put in this is a goal that I'm trying to meet. So we put that in. And then if there's a slip right that they have, a mess up of some kind, that's the other color. So I mean tic-tac-toe is played with X's and O's. So imagine that the X's are goals-- the goal that they accomplished. And the O is a slip that kind of blocks it right.

They had to set up treatment, and they did. So they get to put an X at their next appointment. They missed a UA, they put an O. But if they win the tic-tac-toe situation by getting a lot of these things accomplished, they get some kind of a reward. And the way we set up rewards is we have a fishbowl with multiple different things in it.

Sometimes it's simple things like an affirmation card, or a gold star, or we've even done very inexpensive gift card to somewhere like a \$5 McDonald's gift card or something like that, a variety of different things that we put in there. It can even be praise. It can be a letter. It can be a certificate, just a ton of different things that we have in this fishbowl. And then they get to put their hands in and pull something out.

Rewards are stronger when they're unpredictable. Meaning if they always got the same thing, the reward would diminish in value, which is why gambling is so-- can be, for people, can be so addictive because they never know what they're going to get. And notice how in terms of gambling, how much people are willing to lose in order to get something whenever they get it.

Video games work this way too. That when suddenly something happens, and you get a reward, it's so-- because you didn't expect it or whatever it is. So contingencies, make sure you're thinking through how you're setting it up. So tic-tac-toe is one idea.

We've also done kind of a race car on a path. And any-- there are certain stops along the way, the stops are the goals. And any time they get the race car to that particular place, there's some reward associated with it. And again, I don't mean to say rewards have to be financial.

They can be simple things like for your next appointment, you get to call in. Or we will cover the cost of the next UA. Or we'll move you from four UAs to three UAs or something like that. So it doesn't always have to be financial. It can be, we'll meet in the community next time.

Because a lot of our clients, they come into the office to meet with us. But as a reward, we go to them. We meet somewhere in the community. Or we go for a walk or something like that. So it can be multiple different things that don't have to cost you anything.

I'm curious if you could pop into the chat, what are some rewards that you all use? Gift cards, that's awesome. Gas cards, so Lisa, that's a great example, extended curfew. Yeah, CSR. Early term. So early term is a great example. Because early term is a very long-term reward.

Early term comes-- I mean, some of our folks are with us for, let's say, two years. So early term is down the road. So what we do with the early term piece is we say you do this, you get off one month sooner. You've earned one month reduced. You do this, it's another month reduced. So we try and use early term but break it up into more immediate rewards. So they're feeling like something's happening.

I'm just going to scoot up to early term, gift card, stage, small incentives like food, candy, nails, eyelashes, makeup. Heather, those are great examples. Reduced reporting, Veronica says, yes, art supplies. We use art supplies a lot. And we also use-- it sounds really simple, but stickers, I mean, it's amazing how excited our clients get around some of the art supplies and the stickers.

Colin, if they're doing well, you might give them a week off from appointments. Great, yeah, stickers are a favorite. Cool, awesome. Wonderful, so those are some examples. Books, treats. Yeah, I don't know why I didn't think about treats. Yeah, I actually have a bowl of chocolate in my office that I use often. I have a particular client who sometimes puts in a request for what kind of chocolate he would like.

OK, so because behavior change is difficult, we need to be pretty strategic about what behaviors we choose to focus on, what behaviors we choose to incentivize and what we wait on, or what we maybe don't worry about as much.

So if this conversation worries you, please put it in the chat. Because maybe you're feeling like, oh my gosh, we should be focusing on everything. But if we focus on everything, we tend to overwhelm the person. So I'm hoping that this conversation helps you think through what should I focus on first.

So in terms of your clients as a whole, you'll have certain folks who are at high risk for recidivism. There's riskiness about them. Maybe it's risk for committing another crime, which is risk for recidivism. Maybe it's just criminal thinking and they're involved in criminal activity that they may not get caught for, but they're constantly involved in criminal thinking or criminal activity. Or there's a risk for harm to themselves or somebody else. These are folks that are really important to pay attention to.

We also have folks with high needs, meaning they have substance use issues, mental health issues, or what I'm calling instability, but encompasses a whole lot of things. Maybe they don't have employment, or housing, or food, or they need mental health resources, or a ton of different things.

These are the folks that we are trying to pay attention to, these high risk, high need folks. Because you might have on your caseload, folks who are so wonderful to work with because they always show up on time, they do exactly what they need to do. They are functioning really well. They're employed. Life is amazing.

And even though you might really enjoy working with them, you don't have to pay a lot of attention to them. They will be successful-- and I'm sorry to say this-- but they will be successful even without you. And I'm sure you have people on your caseload like this. Well, at least I hope you do. I hope you have at least one or two folks who just-- they're a joy. They've got everything together. And things are fine.

But then you have people on your caseload who are at both high risk and high need. And those are the folks that we're trying to pay attention to and that you're trying to figure out, what behavior do I need to target in order to dramatically reduce harm? So you're really thinking about what behavior can you get the most bang for your buck.

And this is where it becomes very, very personalized. So this may not work for you all, but here are ways to think about it. How do you personalize this? So think about what is causing the most amount of harm and start there. An example might be somebody is using heroin, but they're-- they're shooting up heroin. But they're also smoking pot. I don't even worry about the pot. I'm focused on the heroin. Harm reduction.

Or maybe they're engaging in a particular really risky behavior, I start there that's causing the most amount of harm. So that's one of the ways to think about it. Another way to prioritize what to target is, is there a behavior that they are motivated to change? Because sometimes, if you get a quick win with somebody, you're able to then use that motivation to do the next thing.

Maybe they're motivated to find housing. And so you work with them. They find housing. And they're like, yeah, I'm starting to change my life. And now, they're motivated to do something different. So what are they motivated to change? Maybe another way to think about it is what is the behavior that if you change is connected to other things that will also change if you change this one behavior?

So sometimes, not always, but sometimes, we focus on who the person is hanging out with and trying to expand or change their social network. We change people's social networks by exposing them to other pro-social activities, other things, community-related activities that are a little bit different, that don't involve this problem peer group.

Because if we are able to shift that, then they're using less frequently, engaged in other problematic activity less frequently, et cetera. So is there-- I mean, as you're thinking about a client, is there a behavior that if you focus on is actually connected to a whole host of other things as well. So that's what mean in the bullet point about connection.

I think we talked about easy win as well. And then other things to target are these things that we sometimes refer to as proximal versus distal. And what I mean by proximal versus distal, I think I have a slide up-- so let me move to that.

Proximal behaviors are behaviors that I already have that are close to me, that they're easy for me. They are things that I can pretty easily accomplish. And they feel basic to me. Now, they may not be basic for everybody else. But maybe they're basic just to me or to one particular client. Those are proximal, pro-social kinds of behaviors.

So examples of proximal pro-social behaviors could be things like showing up on time, showing up to your appointments on time. A distal pro-social behavior, meaning distal, meaning far away from me that's hard to achieve might be abstinence, really, really difficult. Or changing my mindset around something, really difficult.

So we're trying to separate what is easy for the client and what's really hard. And behaviors that are easy and more proximal, we don't need a ton of focus or response for. We thank them for it. We comment on it, for sure. But we don't spend a ton of time there.

What we try and do is we use these proximal behaviors to build towards these long-term behaviors. So client, you're able to do this. How can this help you get there? So we're using proximal behaviors to help us get to distal behaviors. For example, the proximal pro-social behaviors are things like coming to your sessions on time, maybe taking their UAs, whatever it is, and then proximal, obviously, problem behaviors are things that they're doing right now that you are not keen on, like being impulsive in the office with you. Or lying to you as they're having conversations with you.

These require immediate attention, right? They require you to really, really be on top of them. And they require immediate sanctions, like really, really quick responses. And a sanction doesn't have to be something huge. Again, just like incentives don't have to be huge, a sanction could even be, they do something, and you say, I'm going to pause you right there.

So there are times where one particular client is coming to mind, where he says just pretty ridiculous things in the office. They are misogynistic. They're rude. They're just completely inappropriate. And he just does it. It oozes out of him all the time.

And so as soon as he says something, right, I pause him. And I say, OK, I know this bothers you, but I'm going to pause you right there because I'm not sure if you really meant what you just said. And so we've gotten to a point where now he will pause himself.

He'll say something. And he'll say, I know you're going to stop me. I didn't mean that. Let me try it again. But we've had to work on this for months now. Where I've had to just pause him over, and over, and over again. So it needs quick attention.

And it needs some kind of response. And again, the response doesn't have to be huge. It can just be pausing. It can be I'm going to ask you to try that again in a way that sounds a little more respectful or in a way that you would say it to the judge. Because I know that he doesn't talk to the judge that way. He just reserves it for, I suppose, me and everybody else.

So really working-- and what we're doing there, why I'm having him pause and try it again is because I am working literally on his brain. We are working on finding a different route, just like when there's a construction sign on our route to work, we're finding a different route. That's what we're doing with him.

He's so used-- it's almost habitual for him to act this way. And we're pausing, we're saying no, construction zone, we're going to go this way. And we do it over, and over, and over again. So proximal pro-criminal behaviors are behaviors that are problematic. That's what I mean by pro-criminal, they're problematic.

And they happen right now. So they're happening. They're being used immediately. And they, ideally, can be changed with just pausing, getting attention, and trying something different. Pro-criminal distal behaviors, so coming back to this particular client that I'm thinking of, he's deeply criminal. And I'm not going to be able to change that in just a couple of months.

In just a couple of months, I've been able to get him to stop being so ridiculous in my conversations with him. But kind of changing some of his long-term behavior-- some of his deeper core behaviors are going to take quite a long time.

So I hope that makes sense. I'll give you more examples, maybe refusing to find employment, or not attending some of these sessions, or any of those. So those are some examples of proximal behaviors, most immediate.

Let's talk distal pro-social and distal problem. So distal behaviors are those that are difficult. They require effort, especially the pro-social ones. And they're the ones that the person has not yet achieved.

Distal problem behaviors might be just ways of being of a client that you know are problematic. But it involves multiple layers. So it'll take a lot longer to get there. Abstinence is the easiest example that I can use. But also deeply held criminal values, or patterns of thinking, or those kinds of things take a lot longer to change.

So they're difficult. They require effort. And they require a ton of reward, for sure. So when you are thinking about behaviors, or what to incentivize and/or provide sanctions for, you should be thinking about, first, which clients to focus on.

Because you can't do this with all clients. So pick the risky ones. Pick the problem ones. And pick the ones that really you get the most bang for your buck from. And then move to thinking about that particular client. And what are some of the proximal problem behaviors? And then what are some of the distal behaviors that you want to work on?

So Cody's question is with distal behaviors, is it better to create a small goal? Yes, it's better to create a small goal that works up to whatever the big thing is, so to the-- works up to the large one. So if the large one is long-term abstinence, the small goal is multiple, right? Going to treatment, reporting back what I'm learning, trying a few skills, trying to say no to my friends or whatever the issue is.

There are all of these little goals along the way that become more proximal that we can attend to as opposed to quit using forever for the rest of your life. So let's do this together. Let's say, for us, on this call, we've talked about eating a lot. And we've talked about just healthy eating, healthy eating long term is a distal goal. What are some proximal things-- and so don't say, well, eating healthy today because yes, you're right. But that's too easy.

So I want you to think of things like what are things that I can do right now that will build towards that? And it could be as simple as have a conversation with my partner, or the person I live with, or whoever about this. Or it could be cleaning out the pantry. So what are examples of proximal?

Getting rid of junk food in the house. That is a proximal goal. What else? What are other examples? Not eating out every week. Yes. Yes, not eating out every week, getting an accountability partner. Meal planning, downloading a calorie counting app, swapping one meal of a day. Yes, one meatless day, getting a planner, packing my lunch.

Oh my gosh, Aspen, that has been a life changer for me. Buying vegetables, moving the alarm clock. So I have to tell you, this is a total aside, one of my coworkers showed me her new alarm clock. So it's a clock, but it has wheels on the side. It's this big.

It has little rubber wheels. So when the alarm rings, it starts rolling. And so even if it rolls off the edge of something, it continues to roll. So you literally have to get out of your bed because this darn thing is rolling. Have to get out of your bed to turn it off, which I thought was the most hysterical thing.

And I'm contemplating buying it for my teenage daughter when she goes to college because she struggles with getting up. But anyway, Theresa's example of moving the alarm clock made me think about it. Making salad my new best friend. Oh, Heather, if you find a way to do that, let me know.

Yeah, great, so these are wonderful examples that you all have shared. Making small substitutions Brenda is saying. Yes, those are awesome ideas. So those are examples of proximal versus distal, which is doing it for the long haul.

I'm just going to check time, great. So I'll talk for about 5, maybe 10 more minutes. And then we'll take questions. Brenda shared using zucchini noodles instead of regular noodles. And they're not bad. I've tried that for sure.

Incentives matter and sanctions, of course. So we're just sort of breaking it down a little bit more. The magnitude, meaning how big the incentive is, needs to match how difficult the behavior is. So if it was a pretty small step along the way, incentive is small. If it was really hard for the client, incentive is big.

And again, doesn't have to be monetary. It could even be just your voice tone. It could be oh my gosh, client that was amazing-- I'm so impressed-- whatever. So you just amp it up. But the magnitude of your excitement needs to match how difficult the behavior was. All right, ideally, the incentive needs to be meaningful to them.

So what's really important for that particular client? What has a lot of meaning for them? For some people, one person in particular, I'm thinking about, he loves to come to the office. So if I said your incentive is that you can do a phone appointment, that's actually a sanction for him. Because he misses coming out and walking through our offices, beautiful, sitting down, getting chocolate, like all of those things, he misses. So it really has to match. It has to be meaningful for that particular person.

We talked about this already. That ideally, it's as immediate as possible after whatever the behavior is. And it is in service of change, not because you just want to punish the person. So sanctions, for example, they're in service of behavior change.

So I'm trying to think of a good example here. A person misses their UA, let's just use that example. Don't immediately jump to a sanction. Figure out exactly what is going on in the first place. So because what we're trying to do is support behavior change, as opposed to just punish because remember, punishing doesn't work.

One of you shared it doesn't work for your 12-year-old who will take the punishment, no problem. And it doesn't work for the rest of us. So figure out what exactly is underneath. So the person missed their UA? Did they miss their UA just because they're being non-compliant and they're acting out, in which case, OK, easy peasy, sanction.

Or do they not have the means? Do they not have a bus route? Did they need a bus ticket? Did they use and they're afraid of talking to you about it? So just dip down for a second to try and figure it out before just responding with an incentive or a sanction. And that's true about incentives too.

So if a client is able to, let's say, submit a whole month of clean UAs, and I don't know why I'm stuck on UAs here as all my examples. Let's say they went to treatment every single week for a whole month, before you provide the incentive, ask questions. What was different? What helped you? What made you successful? What did you do differently this month? Because never before, client, have you ever been able to go to treatment that regularly. So what was different?

And they might blow you off and say oh, nothing, I just did it. Well, great, it really shows me that you have the ability to. I hope you recognize that you have the ability to do this. So even if they just blow you off, still make a point of talking about the skills that they used, or whatever, the motivation, whatever it is.

The other thing about incentives and sanctions is ideally, you're praising people and incentivizing people way more than you're sanctioning people. Meaning the positives, the ratio that you're noticing the positives is way higher than the ratio that you-- or than the number of times that you're noticing the negatives.

And I'm not sure if any of you are familiar with the research. You want to guess, ideally, for successful behavior change, what should this ratio be of you recognizing positives to negatives? Yes, oh my gosh, look at you all. 4 to 1. Yeah, now, I want to be really clear. It doesn't mean that in every conversation, you have to say four positive things for every one negative thing.

That's not what 4 to 1 means. What 4 to 1 means is that in the relationship that you have with this other human being, that overall, in the entirety of the relationship, that you tend to recognize positives way more frequently, four times for every time you recognize something negative. So it can be as simple as, hey, blabby blah person, it's good to see you.

Thank you so much for being on time. So you got one in there. Tell me a little bit about what's going on. Great job on attending treatment. That's two. I notice you missed your UAs, say a little bit more about what's going on there. I appreciate your honesty. So all of those add up. All of those, whenever you notice them doing something positive, sometimes the phrase that we use is catch them doing it right. Really, really get in the habit of catching them doing it right. You'll hit those ratios.

All right, and then don't forget that motivation is important. But if they don't have the skills, they're not going to be able to be successful. So really support their skill building as well, not just motivation. And then I just want to highlight this piece. Sometimes, we try and sanction somebody with a therapeutic consequence.

And I just want to separate those two. That adding treatment, for example, is a therapeutic piece. It's because you feel like they need more support. Don't use therapy-- that they need more intervention. Exactly, don't use therapy as a punishment because then they show up to therapy in a really grumpy space.

So let me see if I'm-- I don't feel like I'm being very clear. So let me try that again. Let's say somebody is relapsing, try not to say, you're relapsing, I'm going to increase your treatment. Try to say, sounds like you need more support. I think it's really important that you get the support you need.

Part of what seems supportive is going to treatment. So let's have you go more frequently. So you're just-- you're not using therapy as a punishment over their head. Greg, you turned your video on, which usually means you have something to say.

I was just going to ask you to talk a little bit more about that because I think we still see, even today, we do assessments, and we look at level of intervention, it's outpatient, intensive outpatient, whatever. But if they're struggling and we're not necessarily looking at the proximal and distal, we tend to up the dosage.

You failed at outpatient, now you need IOP. And that can be kind of a dangerous path to go down, if you could talk a little bit more about that. And I know Del[bert] Elliott has done a lot of work around dosage. Talk a little bit about that if you could too. That would be great.

Yeah, it's tricky. So ideally, we match the client's need with a dose of treatment. And when we mismatch the dose, we set the client up. So if a client, let's say, is really struggling with sobriety in the example that Greg had given us, we try and match what their-- the intensity that they need with whatever we're able to provide them.

Because if the client's really struggling and we only provide them once a week virtual treatment, we're mismatching. And they will not only do-- we not only run the risk of them doing poorly, we're teaching them that the treatment is a sanction. And therefore, we're going to escalate this while they actually get worse.

So it's really important to match what that looks like. And the opposite is true too. That if somebody is-- doesn't really need a ton of services, and we over provide service, we run the risk of making them worse. So just that dosage and matching piece is, I think, really, really important. Greg, was there anything else you wanted me to cover around that?

No, I think the other thing that we often see is a condition, get the assessment done, get in there, get treatment going, check the box. And maybe more of a thoughtful process and developing of that relationship might have a better outcome?

Yeah, because sometimes even though there are a ton of different court orders or terms and conditions that we have to help them through, it's a process of developing a relationship with the person to figure out how do we time this appropriately? How do we know what to start with?

And I actually think I have a slide on this. Let me get there. Here we go. This is the slide. That it's really important to identify what is the target. So we try not to overwhelm the person by focusing on too many things. But we identify what the target is.

And then if the client is not too keen on that particular, we really have to help them understand why this is important. And we call that developing productive discomfort. Anita just put something in the chat, same with probation, too much can make things worse. Yes, the oversupervision of a client can make them worse.

We see this in the research all the time. Whether it's probation, or community corrections, or whatever it is, if we oversupervise people, we do make them worse. Does anyone want to guess why? Put it in the chat. Why is it that when we over supervise people, meaning you take somebody who's relatively low risk and overprogram them, throw everything at them, why is it that we make them worse?

Sure, dependency, yeah. Exposure, Katie, that's really, really important. Exposure, we're exposing them to people who may be more high risk. It is overwhelming, yes. One of you said they develop a dependency. And then Aspen said something similar. They're not able to provide for themselves.

Yeah, it also takes them away from the things that make them low risk. So if we're overprogramming something, someone, we're taking them away-- Miranda, you said it much better. We're removing them from pro-social activities that they're engaged in their lives. That's what makes them low risk. And we're forcing them into these activities that actually expose them to other folks. Yeah, great.

So we identify the target. We get clear about what this is. And then we really use our MI skills. Somebody said that. Let me just scoot up here for a quick second. It was Anita. Use your MI skills. Yes, and MI skills really is exploring that ambivalence, getting the client to argue for the change, and using some of those rewards.

And yes, Anita, you're absolutely right. The research absolutely supports what you just put into the chat, which is a person's relationship with the officer, or whoever really, the practitioner, it could be the therapist, it could be the case manager, whoever, is the most predictive of their success, the most predictive.

So really, really important. The one thing on this slide that I don't think I talked about is friction. So it's something to just keep in the back of your head that if there's a behavior that you want a person to do, work hard to make it easy for the person to do that behavior.

If you want somebody to be-- to go to treatment, do everything you can to make it easy for them to go. So pick something that's close. If it's not close, is there a virtual option? If they're scared to make that first appointment, can they make that first appointment with you? Can you make the call while the client is in the office with you?

Or can you take them? I don't know if you have this ability, but can you take them to that first appointment? So you're trying to reduce friction, reduce barriers. And then if there's a behavior that you don't want them to do, see if you can increase the barriers for that.

So an example might be, again, my client who says the darndest things, I put all kinds of barriers. I stop him immediately. I interrupt. So those are examples of barriers. Silly examples could be if I'm trying not to eat junk food, putting the junk food on the highest shelf. I'm a short person. If I have to reach a high shelf-- one, I don't even know that life exists above my head. But I would need to get a step stool and get the stuff down, which is way too much work. So that's an example of thinking about friction. I think we covered all the things. And here we are, six minutes to go, Greg.

We don't see. I don't see any questions in the question. I know you've taken a lot during the session. But I'm wondering if you could talk a little bit more about why is it-- so why are they so hardwired with drugs and alcohol? Why is that so powerful of a behavior that's so difficult to change, compared to maybe some other things?

I mean could spend three hours just answering the question. So I'll give you the short version. Greg's question is why is it that changing drug or alcohol related behaviors are so much harder. And it's because drugs and alcohol are one of the strongest rewards, chemical rewards for our brain. So as soon as we use drugs or alcohol, our whole brain orients towards getting that again because it feels so good. We reorient towards getting it again.

Remember, I said when something feels good, we really wire it quickly? And so with drugs and alcohol, that's one of the fastest rewirings that we can do. So we wire that behavior really tightly. And obviously, it becomes really hard to dismantle. The other reason is because one of the hallmarks of addiction is addiction disconnects our ability to slow down and have what we call self-control to manage our impulses which happens in the frontal cortex.

So there's this connection between impulses and then the pause, and then thinking something through. What addiction does is it damages the relay between the impulsive brain and the thinking brain. So we have an impulsive brain, the thinking brain, a relay in between, and addiction damages that relay. So we get stuck in impulsivity. All of this is changeable, manageable, et cetera. But it becomes really, really difficult.

I just saw some questions pop into the chat. So I'm just going to make sure we've answered everything. Can we share incentive ideas again. Yes, Katie, let's do that. Folks, pop all your incentive ideas into the chat. And Katie, while people are doing that, I'll talk through some of them.

So low level incentives are things like not reporting as frequently, doing phone reporting, praising somebody over the phone even, any of those kinds of things. So reducing requirements, reducing monitoring requirements. Early term could be another incentive. Obviously, gift cards, really anything. Doing a fishbowl with a variety of different things in it.

Bus passes, certificates, letters, sometimes, you will give a client a certificate, fancy pantsy on a lovely certificate form. And we've had clients tear up and say this is the first thing that they've ever received where they've done something successfully. Supervisor praise, Brooke said.

Sometimes I'll have my officers bring clients into my office. And they'll say, this is our chief probation officer. And then I'll congratulate the client. And I mean, it's nothing. But for the client, it feels really good. So that's an example, handwritten notes, Anita gave the example of. Really, really good.

Kimberly says we've had businesses that donated free activities like bowling, skating. Yes, so we've had rec center classes for people. Curfew is a great example, extending curfew. So permission to go out to the movies beyond their curfew. Recognition from a supervisor.

Elena is saying I work for a tribal community, so sage, beading supplies, gift cards, hand lotion. Lotion is a great one. Yes, even things that you think are little are huge for our clients. Snacks, oh my gosh, snacks are huge. Extra incentives, longer phone calls, longer showers. That's great. Katie, I hope that helped. Those are some examples.

OK, so we are running really close to being out of time. For additional information on general TTA services, links to featured offerings, and to request technical assistance, just visit our website. And this is going to conclude our webinar for today with Dr. Nandi. Thank you again, Anjali, for sharing your knowledge, keeping people engaged even in a virtual format. So thanks, everybody. Have a great rest of your week. And we will see you hopefully at the next webinar. Thanks, bye bye.