



NDCI
NATIONAL DRUG
COURT INSTITUTE

MULTIDISCIPLINARY TEAM

Developed by:
National Drug Court Institute

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Disclosure

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- Points of views or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.



STANDARD VIII

A dedicated, multidisciplinary team of professionals that . . .

- ✓ Manages the day-to-day operations
- ✓ Reviews participant progress
- ✓ Contributes observations and recommendations based on expertise
- ✓ Delivers and oversees the delivery of legal, treatment, and supervision services

OBJECTIVES

Composition
and Training

Sharing
Information

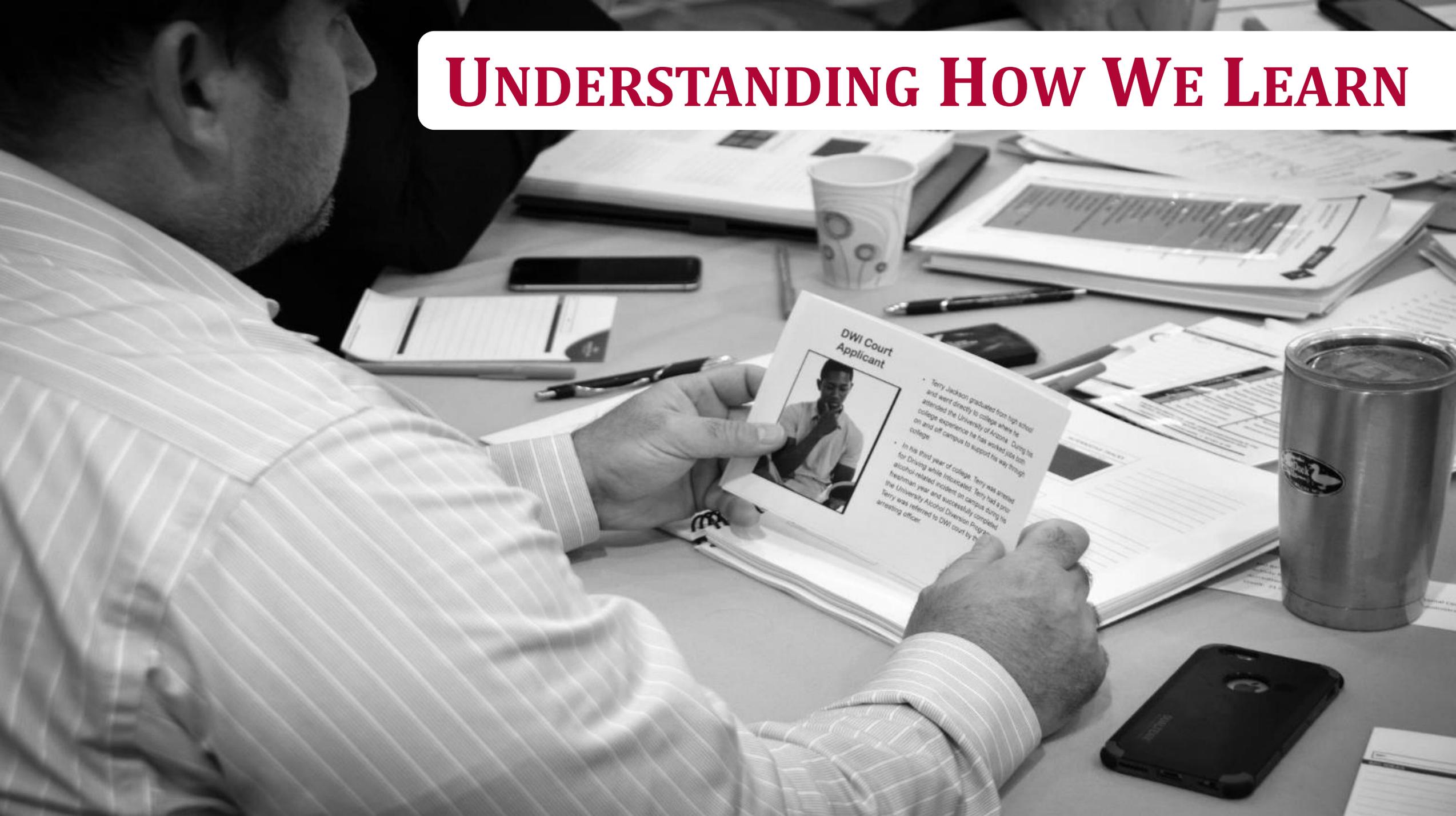
TEAM

Communication
and
Decision
Making

Pre-Court
Staffing and
Status Hearings



UNDERSTANDING HOW WE LEARN

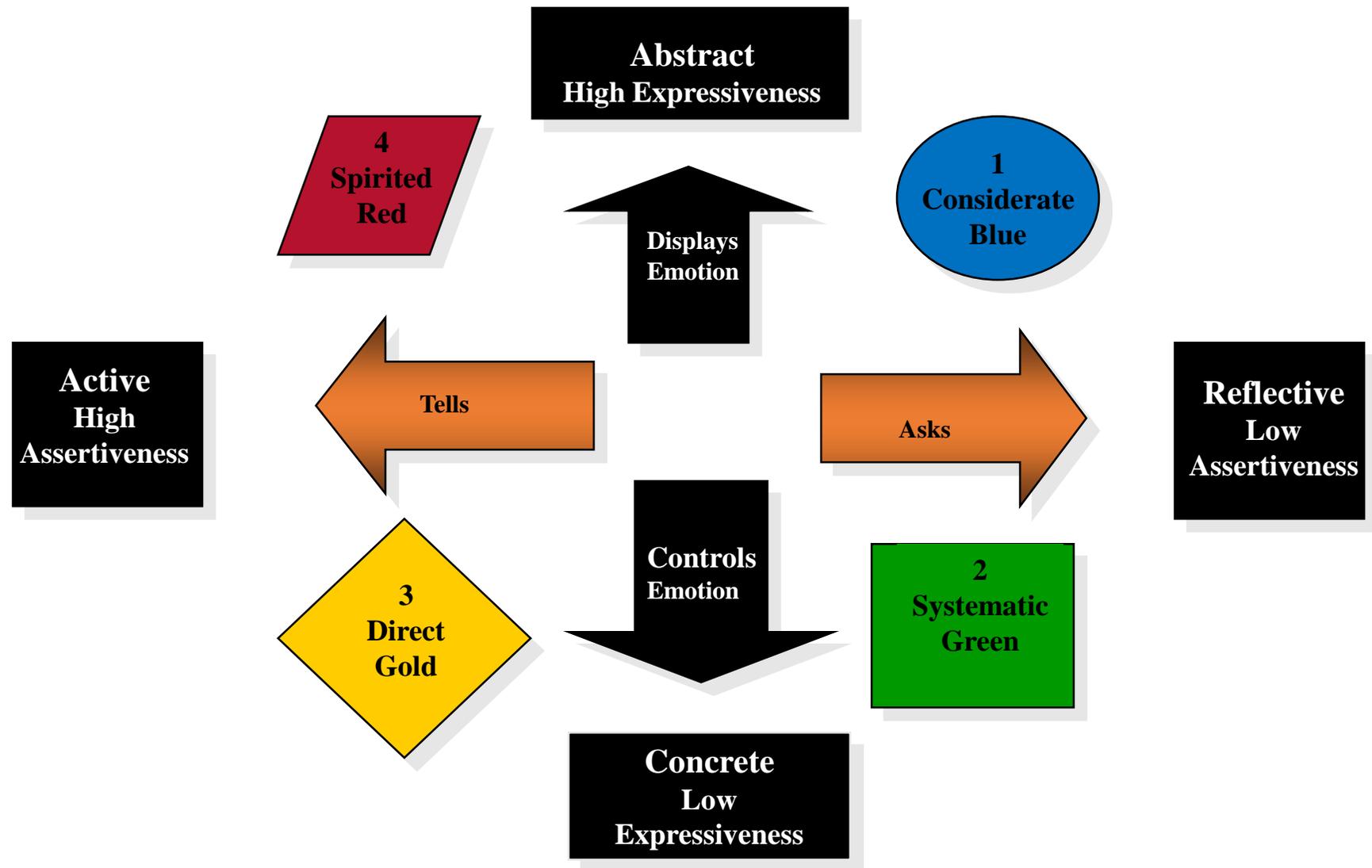


DWI Court Applicant



- Terry Jackson graduated from high school and went directly to college where he attended the University of Arizona. During his college experience he has worked jobs both on and off campus to support his way through college.
- In his third year of college, Terry was arrested for Driving while Intoxicated. Terry had a prior alcohol-related incident on campus during his freshman year and successfully completed the University Alcohol Diversion Program. Terry was referred to DWI court by the arresting officer.

OVERVIEW OF LEARNING STYLE THEORY



LEARNING STYLE ASSESSMENT

1

Rank the four words in order across each horizontal line. The word that most describes you would get a ranking of 4. The word that next most describes you would get a 3, and on down to the word that least describes you with a ranking of 1.

2

After you have ranked all of the words, add up the numerical values vertically. You should have a total of four scores.

3

Your score will probably indicate an assortment of styles.

4

The highest score represents your dominant style.

5

Your dominant style is that style with which you are most comfortable.



BLUE – TYPE 1 ... WHY?

Motto: "Why can't we all just get along?"

Type 1s look for relationships to known information and like to attach meaning. They are interpersonally sensitive and capable of identifying topics that cause conflict within the team. They are good at understanding differing points of view and will only share their point of view, in the meeting or discussion, when they trust the team.



GREEN – TYPE 2 ... WHAT?

Motto: "Would you like some facts to sprinkle with your conclusions?"

Type 2s prefer references, data, and concrete factual information. Remember to provide them with the time to assimilate information into meaningful conclusions. They are logical and like to take time to get to the correct conclusion. They are less concerned with the speed of a decision and more concerned with the accuracy of the decision. They can be irritated by people who "don't think."



GOLD – TYPE 3 . . . HOW DOES THIS WORK?

Motto: "Is it done yet?"

Type 3s like to get tasks completed on time. They like for meetings to begin and end on time. Efforts made to keep the material presented topical and applicable and the team environment efficient and effective will be greatly appreciated. They are valuable team members for developing time and task schedules, as well as for monitoring task completion.



RED – TYPE 4 . . . WHAT IF?

Motto: “Wheee! Get out of my way and let me try!”

Type 4 team members are highly interactive. They like to look at the “big picture” and expand it or make it apply to the topic at hand. They are great visionaries, always capable of seeing the big picture and developing innovative methods of obtaining the vision state.

They often arrive at the appropriate conclusion in the absence of empirical data. They do not enjoy repetitive tasks.



A grayscale photograph of a person with long dark hair, wearing a light-colored top, writing on a whiteboard. The whiteboard has some handwritten text, including "Compu" and "Type".

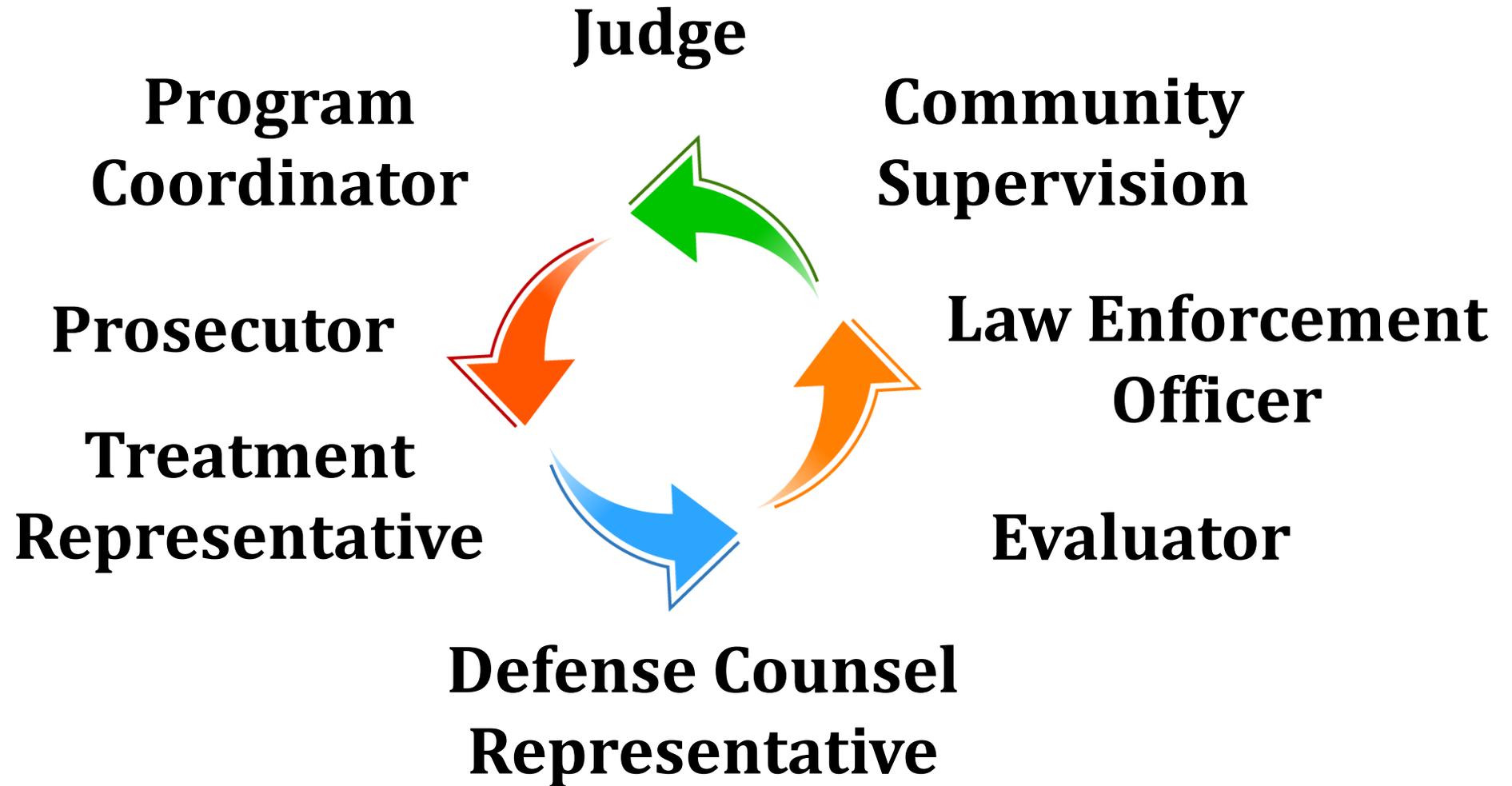
TEAM-BUILDING TIPS FOR SPECIFIC LEARNING STYLES

- ✓ Know your own style preference
- ✓ Remember that we are each a combination of styles
- ✓ Know the learning style preferences of your teammates
- ✓ Use information about their styles to tailor communication and information to them
- ✓ Remember that your tendency will be to view the team's progress and your teammates through your style



YOUR TEAM

TEAM COMPOSITION



JUDGE

Message: "Someone in authority cares."

Typically, a trial court judge leads the treatment court team; however, in some jurisdictions a judicial officer such as a magistrate or commissioner may preside over the treatment court.



JUDGE – RESEARCH

The judge spends an average of 3 minutes or more per participant during status review hearings

Recidivism reduction* ↑ 153%

Cost savings* ↑ 36%

The judge was assigned to treatment court on a voluntary basis

Recidivism reduction* ↑ 84%

Cost savings* ↑ 4%

The judge's term is indefinite

Recidivism reduction* ↑ 35%

Cost savings* ↑ 17%

*Recidivism reduction and cost savings relative to courts that do not follow these practices.



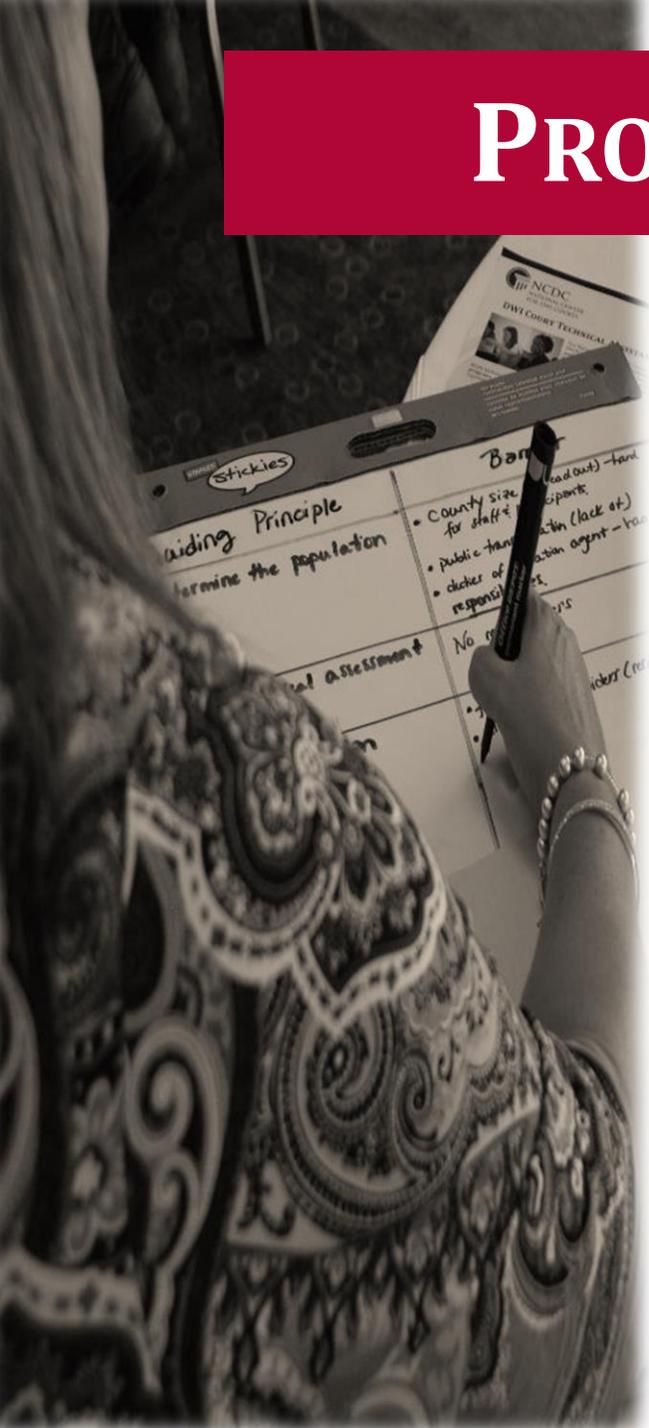
JUDGE – DUTIES

- ✓ Leader of the team
- ✓ Knowledgeable about policies and procedures
- ✓ Knowledgeable about client's case
- ✓ Knows them by name
- ✓ Encourages them to succeed
- ✓ Emphasizes treatment
- ✓ Not intimidating
- ✓ Approachable
- ✓ Lets them tell their story
- ✓ Treats them fairly and with respect
- ✓ Impartial – does not prejudge

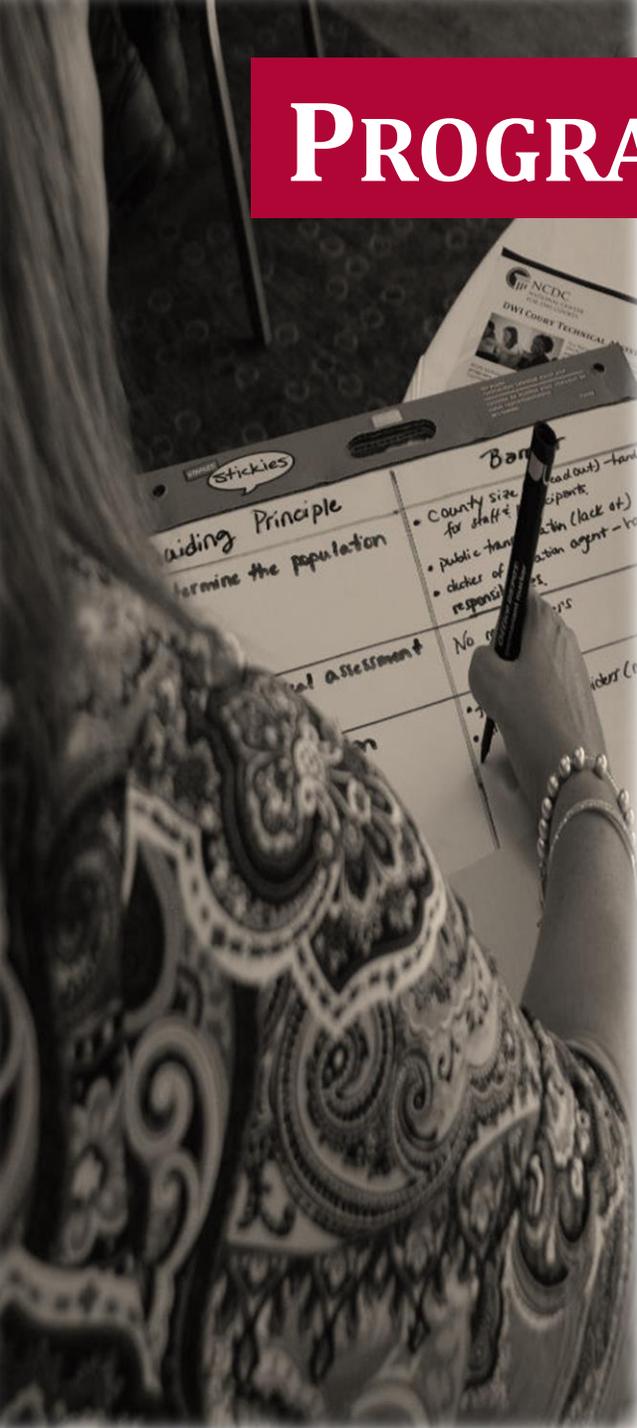


PROGRAM COORDINATOR

- ✓ Court administrator
- ✓ Senior probation officer
- ✓ Case manager
- ✓ Clinician



PROGRAM COORDINATOR – DUTIES

- 
- ✓ Maintains accurate and timely records
 - ✓ Oversees fiscal and contractual obligations
 - ✓ Facilitates communication between team members and partner agencies
 - ✓ Ensures that policy and procedures are followed
 - ✓ Oversees collection of performance and outcome data
 - ✓ Schedules court sessions and staff meetings
 - ✓ Orients new hires



PROSECUTOR – “NONADVERSARIAL APPROACH”

Typically an assistant district attorney

- ✓ Advocates for public safety
- ✓ Advocates for victim interest
- ✓ Holds participants accountable for meeting their obligations
- ✓ May help resolve other pending legal cases that affect participants’ legal status or eligibility

PROSECUTOR – RESEARCH

Prosecutor attends staffing

Cost savings* ↑ 171%

Prosecutor attends court sessions

Recidivism reduction* ↑ 35%

*Recidivism reduction and cost savings relative to courts that do not follow these practices.





DEFENSE ATTORNEY – “NONADVERSARIAL APPROACH”

Typically an assistant public defender or private defense attorney specializing in treatment court cases

- ✓ Ensures that constitutional rights are protected
- ✓ Advocates for participant’s stated interests
- ✓ Handles day-to-day issues related to participants in the treatment court
- ✓ Must define their role as “defense attorney” on the team

DEFENSE ATTORNEY – RESEARCH

**Defense attorney
attends staffing**

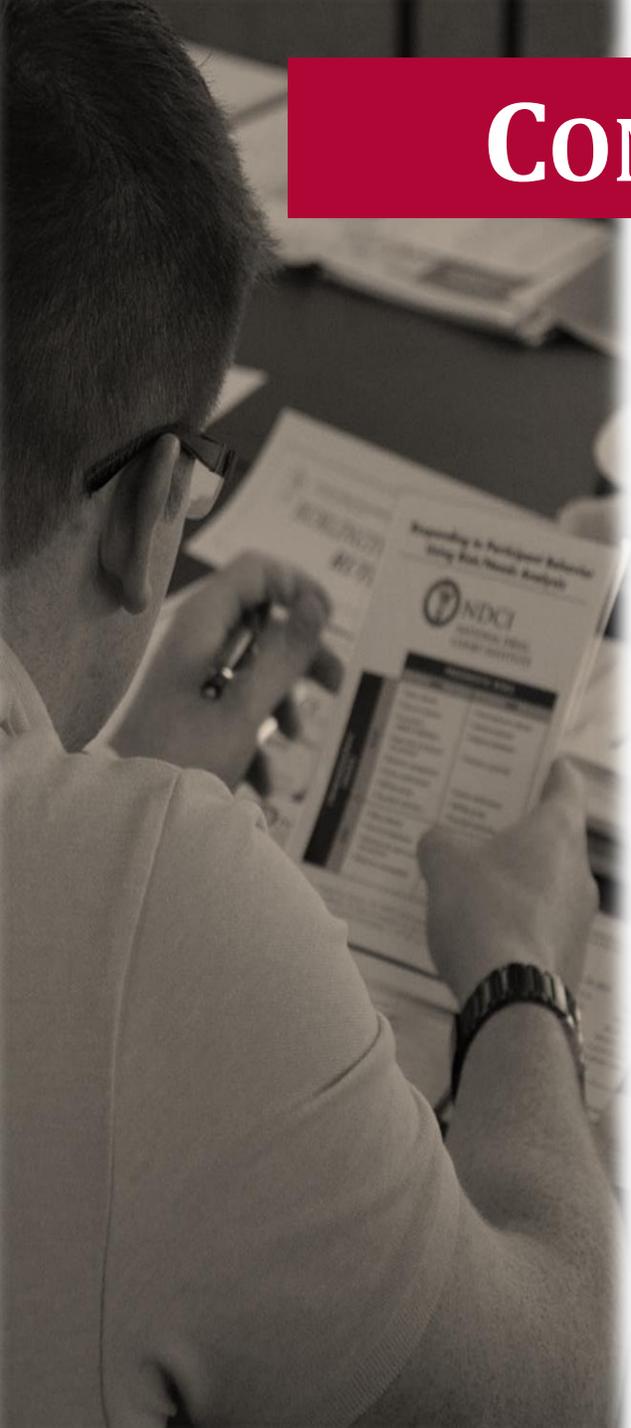
Cost savings* ↑ 93%

**Defense attorney attends
court sessions**

Recidivism reduction* ↑ 35%

*Recidivism reduction and cost savings relative to courts that do not follow these practices.





COMMUNITY SUPERVISION

**Typically a probation officer or
pretrial services officer**

- ✓ Performs drug and alcohol testing
- ✓ Conducts home and/or employment visits
- ✓ Enforces curfews and travel restrictions
- ✓ Delivers cognitive-behavioral interventions

TREATMENT REPRESENTATIVE

Typically an addiction counselor,
social worker, psychologist, or
clinical case manager



CHANGE



TREATMENT REPRESENTATIVE – RESEARCH

Treatment communicates with court via email

Recidivism reduction* ↑ 119%

**Treatment court works with two
or fewer treatment agencies**

Recidivism reduction* ↑ 76%

**Treatment court offers
mental health treatment**

Recidivism reduction* ↑ 80%

**3x greater savings when
treatment includes a phase
on relapse prevention**

**Treatment attends court
sessions**

Recidivism reduction* ↑ 100%

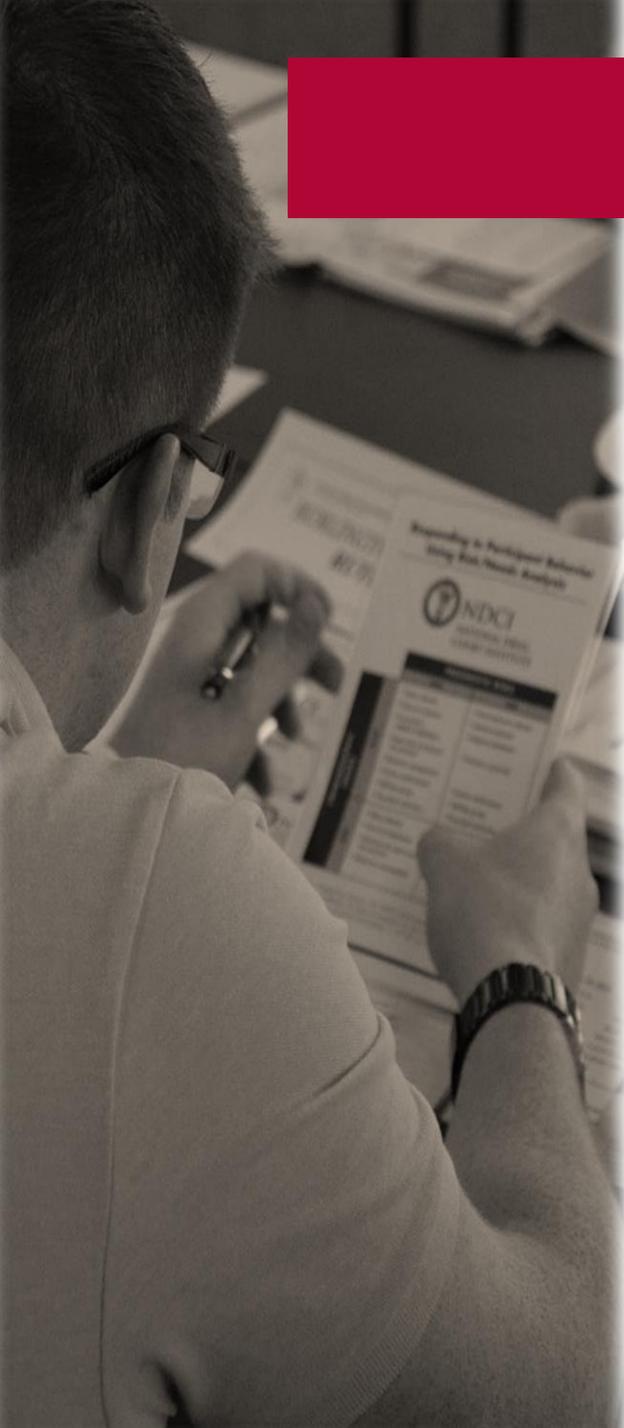
*Recidivism reduction relative to courts that do not follow these practices.



A woman with long dark hair and glasses, wearing a grey polo shirt with a name tag that says "NCDL" and "The Role of...", is sitting at a table. She is looking down and writing in a spiral notebook. There are other papers and a pen on the table in front of her.

TREATMENT REPRESENTATIVE DUTIES – REFER TO STANDARD V – VOL. I

- ✓ Manages delivery of treatment services
- ✓ Administers behavioral or cognitive-behavioral treatments that are documented in **manuals and have been demonstrated to improve outcomes**
- ✓ **Provides clinical case management** – at least one individual session per week during the first phase of the program
- ✓ Provides relapse prevention and continuing care
- ✓ Develops a continuing care plan with participants



LAW ENFORCEMENT

Typically a police officer, deputy sheriff, highway patrol officer, or jail official serves on the team

- ✓ Assists with home or employment visits
- ✓ Observes participants in the community – “eyes and ears of the team”
- ✓ Acts as a liaison between treatment court and police department, sheriff’s office, jail, and correctional system

LAW ENFORCEMENT – RESEARCH

**Law enforcement is a member of
the treatment court team**

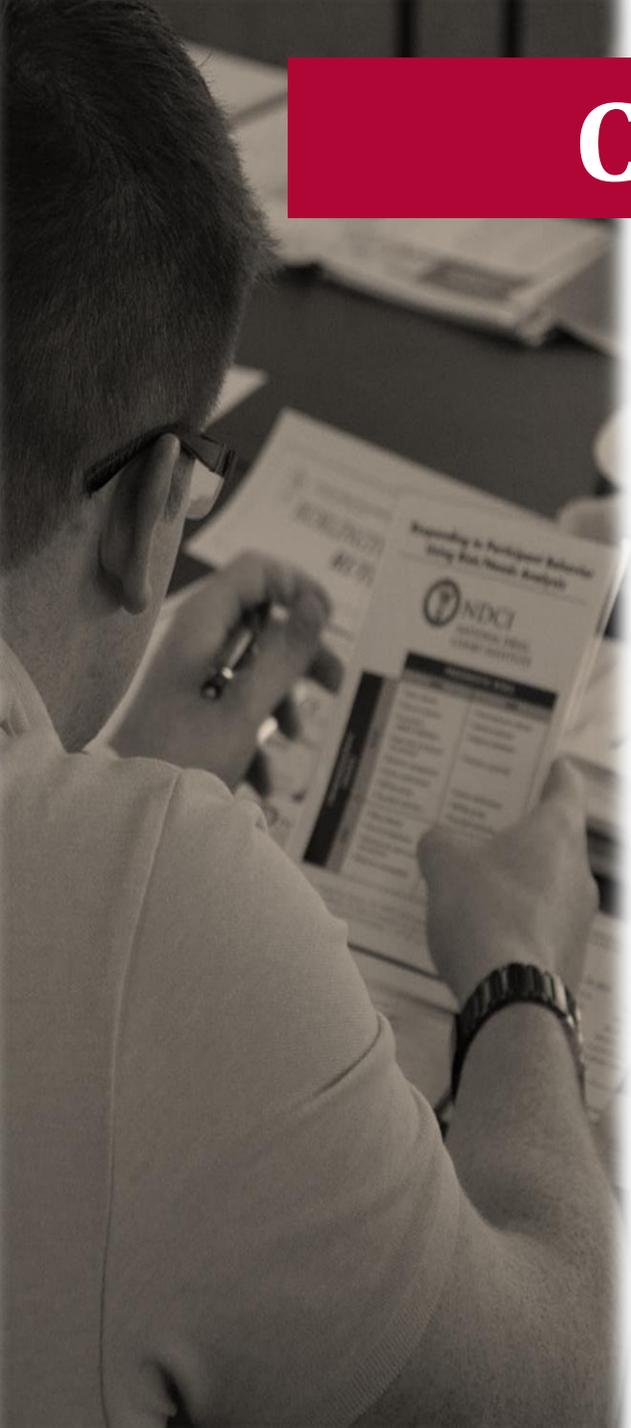
Recidivism reduction* ↑ 88%

Law enforcement attends court sessions

Recidivism reduction* ↑ 83%

*Recidivism reduction
relative to courts that do not
follow these practices.

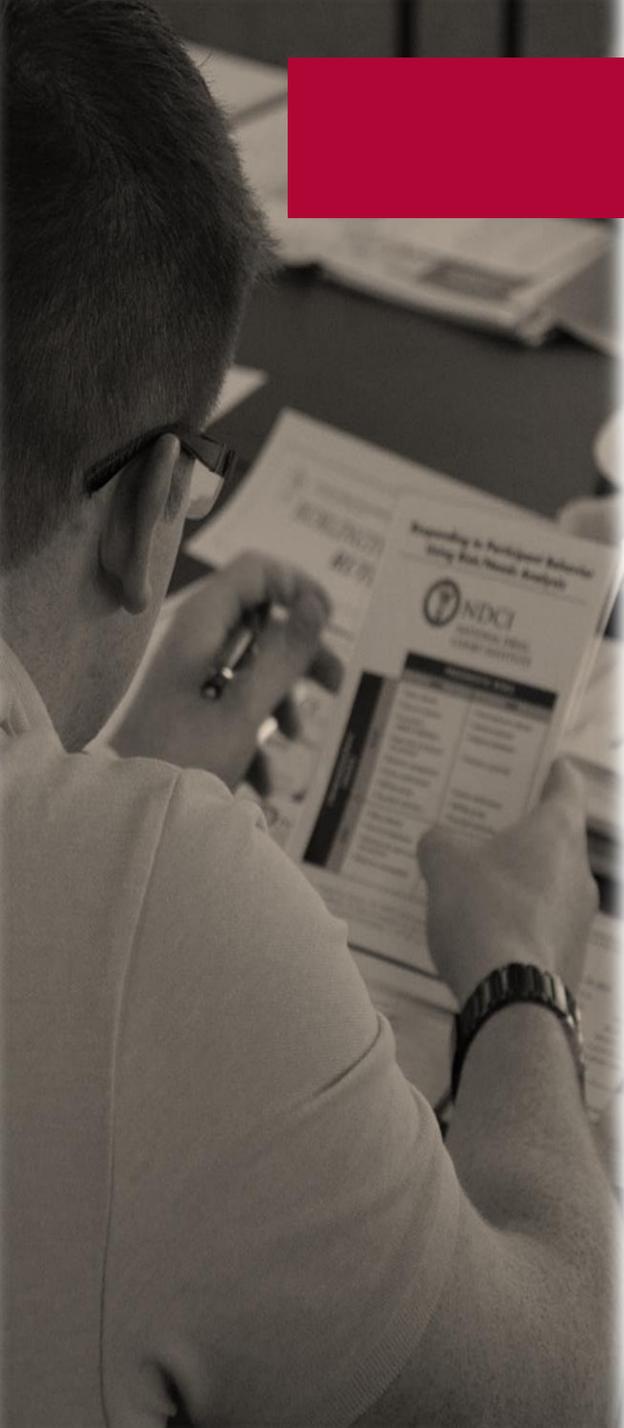




COMMUNITY MEMBER

Typically a member of the tribal community

- ✓ Assist with community support
- ✓ Educate team on the tribes customs
- ✓ Liaison between treatment court and community



TRIBAL ELDER

Typically a member of the tribal elder and may be a member of the tribal council

- ✓ Educates the tribal council on the THWC
- ✓ Assist with community support
- ✓ Educate team on the tribes customs
- ✓ Liaison between treatment court and community

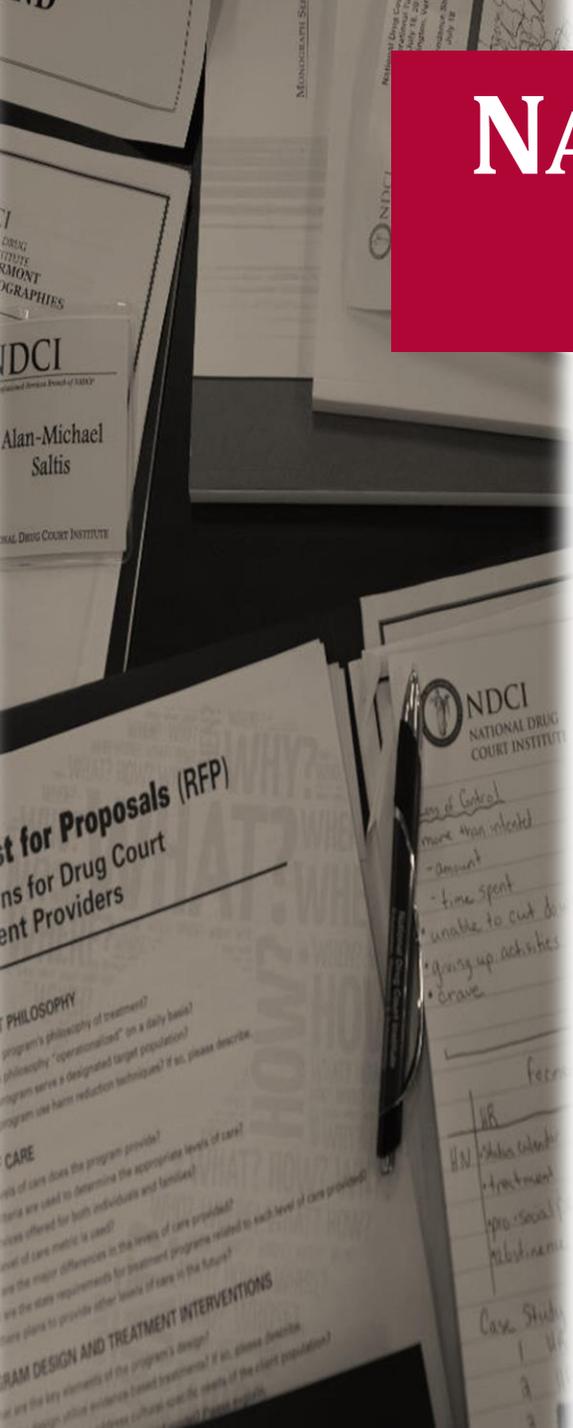
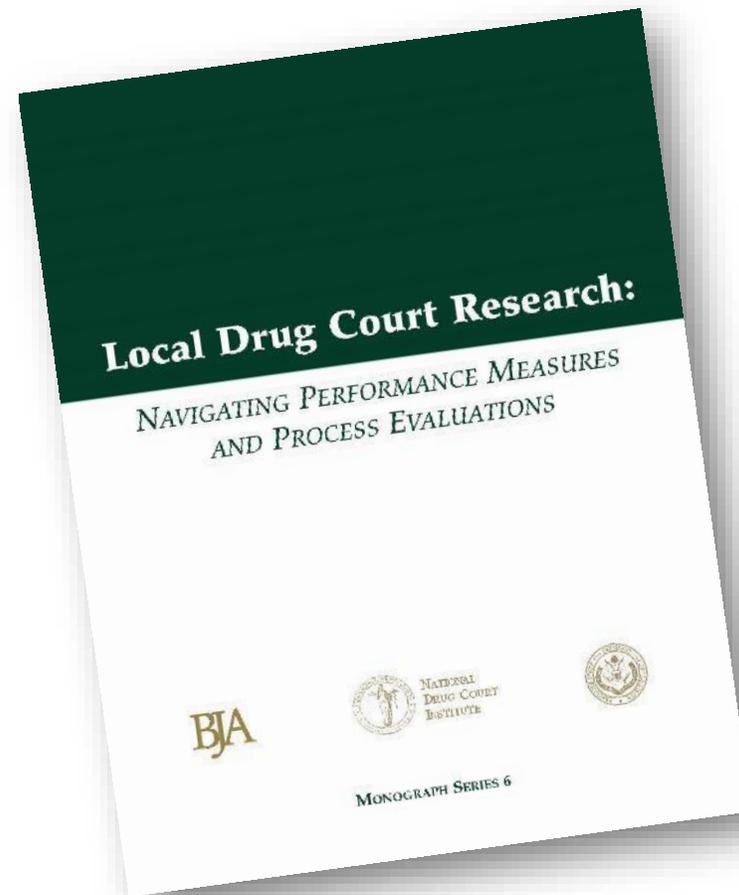
EVALUATOR

Typically an independent skilled evaluator or professor from a local college, college student, statewide evaluator, or local county evaluator

- ✓ Examines whether the treatment court is adhering to best practices and participant outcomes no less than every 5 years
- ✓ Helps the team identify the performance data elements to be collected
- ✓ Identifies a comparison group for the evaluation



NAVIGATING PERFORMANCE MEASURES AND PROCESS EVALUATIONS



WHAT ARE WE DISCUSSING AT THE STAFFING?



DRUG COURT STAFFING / PRE-CASE CONFERENCING

What

- ✓ The purpose of staffing is to present a coordinated response to offender behavior

Who

- ✓ Judge
- ✓ Coordinator
- ✓ Prosecutor
- ✓ Defense counsel
- ✓ Treatment
- ✓ Probation
- ✓ Law enforcement

When

Anytime prior to seeing the participant

- ✓ Eligibility
- ✓ Arraignment
- ✓ Progress report
- ✓ Probation revocation or termination
- ✓ Regression or advancement
- ✓ Return on warrant
- ✓ Pre-graduation or graduation

Why

- ✓ Shared decision making
- ✓ Docket control
- ✓ Informed approach
- ✓ Empowerment of team



PRE-COURT STAFF MEETINGS

- ✓ Review participants' progress
- ✓ Develop a plan to improve outcomes
- ✓ Prepare for court hearings
- ✓ Held in conjunction with treatment court status hearings
- ✓ Consistent attendance by all team members
- ✓ Staffings are presumptively closed



SHARING INFORMATION – STAFF MEETINGS

- ✓ Assessment results pertaining to a participant's eligibility to include treatment and supervision needs
- ✓ Attendance at scheduled appointments
- ✓ Drug and alcohol test results
- ✓ Attainment of treatment plan goals, such as completion of required counseling regimen
- ✓ Evidence of symptom resolution, such as reduction in drug cravings or withdrawal symptoms



SHARING INFORMATION – STAFF MEETINGS

- ✓ Evidence of treatment-related attitudinal improvements, such as increased insight or motivation for change
- ✓ Attainment of treatment court phase requirements, such as obtaining and maintaining employment or enrolling in an educational program
- ✓ Compliance with electronic monitoring, home curfews, travel limitations, and geographic or association restrictions



SHARING INFORMATION – STAFF MEETINGS

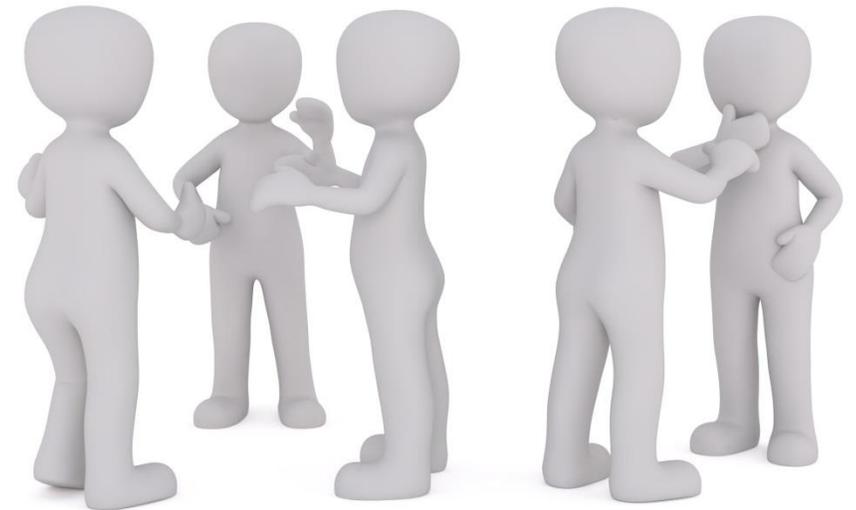
- ✓ Adherence to legally prescribed and authorized medication-assisted treatments
- ✓ Procurement of unauthorized prescriptions for addictive or intoxicating medications
- ✓ Commission of or arrest for new offenses
- ✓ Menacing, threatening, or disruptive behavior directed at staff members, participants, or other persons



SHARING INFORMATION

✓ Must have a legally valid informed consent document that specifies what data elements may be shared, with whom, and for what authorized period of time

✓ For additional information watch or re-watch the **Confidentiality and Ethics** webinar



STATUS HEARINGS

Held biweekly at minimum

Recidivism reduction* ↑ 48%

All team members in attendance

Recidivism reduction* ↑ 35%

*Recidivism reduction relative to courts that do not follow these practices

- ✓ Team members may report on participant's progress, offer praise, or answer additional questions from the judge
- ✓ “Courtroom as **THEATER**” – *colloquially*
- ✓ Mike your participants
- ✓ Ask open-ended and skill-building questions



TEAM TRAINING

New hires complete a formal training or orientation

Recidivism reduction* ↑ 57%

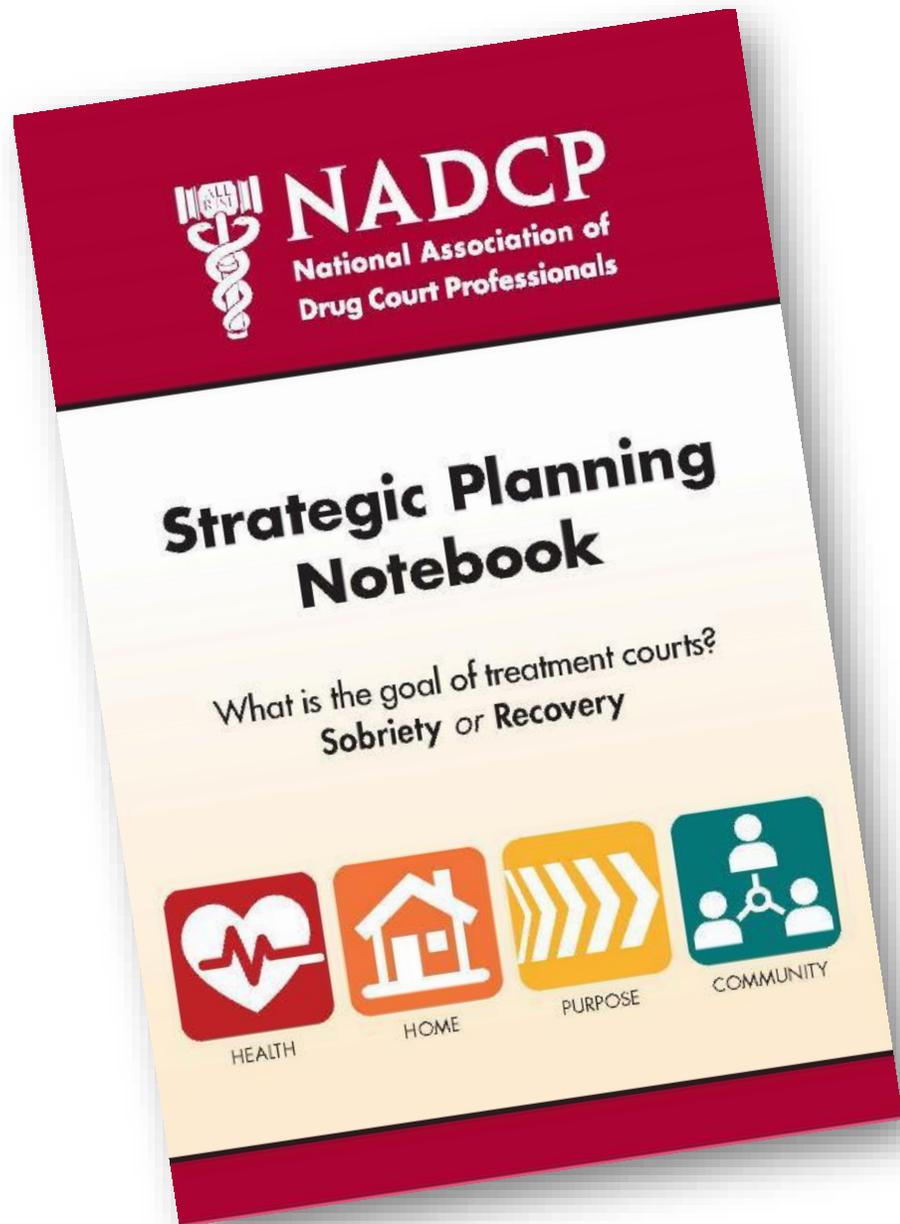
All team members received training prior to implementation

Cost savings* ↑ 238%

- ✓ Pre-implementation training
- ✓ Continuing education workshops
- ✓ Tutorials for new staff
 - ✓ Orientation
 - ✓ Online training at NDCI.org

*Recidivism reduction and cost savings relative to courts that do not follow these practices.





Strategic Planning Notebook

Connect how the topic relates to recovery

Write down these connections to recovery

Share ideas on how to incorporate the topic
into your program

