Translatable Practices: Using Strategies from Juvenile Drug Treatment Courts to Effectively Supervise and Support Delinquency System-Involved Youth

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Juvenile Drug Treatment Court Guidelines

Research informed practices that lead to optimal outcomes

Juvenile Drug Treatment Court Guidelines

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Focus the JDTC philosophy and practice on effectively addressing substance use and criminogenic needs to decrease future offending and substance use and to increase positive outcomes.	Ensure equitable treatment for all youth by adhering to eligibility criteria and conducting an initial screening.	Provide a JDTC process that engages the full team and follows procedures fairly.	Conduct comprehensive needs assessments that inform individualized case management.	Implement contingency management, case management, and community supervision strategies effectively.	Refer participants to evidence-based substance use treatment, to other services, and for prosocial connections.	Monitor and track program completion and termination.

Objective 1: Focus the JDTC philosophy and practice on effectively addressing substance use and criminogenic needs to decrease future offending and substance use and to increase positive outcomes

- Community partnerships & shared goals
- Clearly defined and written roles
- School partnerships
- Ongoing & cross disciplinary education
- Caregiver engagement
- Language access

Objective 2: Ensure equitable treatment for all youth by adhering to eligibility criteria and conducting an initial screening

- Use of validated risk assessments
- Use of screening for substance use and other behavioral health needs
- Diversion pathways for youth who don't meet JDTC target population
- Development and application of processes that promote appropriate consistency and equity across all groups

Objective 3: Provide a JDTC process that engages the full team and follows procedures fairly

Caregiver engagement throughout

- Regular court hearings
- Supervision and discipline of their children in the home and community
- Treatment programs

Procedurally fair and nonjudgemental judicial interactions

Consistent judicial expectations and behavior responses

Weekly multidisciplinary team meetings to discuss youth progress and behavior responses

Objective 4: Conduct comprehensive needs assessments that inform individualized case management.

Areas of assessment:

- Use of alcohol or other drugs
- Criminogenic needs
- Mental health needs
- History of abuse or other traumatic experiences.
- Well-being needs and strengths
- Parental drug use, parental mental health needs, and parenting skills

Individualized and culturally appropriate, treatment and case plans, based on validated assessments identifying the needs and strengths of the youth and their family

Objective 5: Implement contingency management, case management, and community supervision strategies effectively

The ratio of incentives should outweigh sanctions

Perception of fairness

Consideration around consistency and proportionality

Balance of consistency + individualization

Use of graduated sanctions and use of detention as a last resort for a sanction

Supervision and case management focus on addressing needs, developing appropriate goals, and reinforcing progress

Failure to submit samples for drug testing as directed subject to graduated sanctions

Behavior responses for returns to use consider youth skills, risk level, needs, and responsivity factors

Objective 6: Refer participants to evidence-based substance use treatment, to other services, and for prosocial connections

- Refer to full continuum of clinical care (i.e., outpatient through residential) as indicated by validated assessment tools
- Use of evidence-based treatment modalities for addressing adolescent substance use
- Fidelity monitoring is ongoing
- Refer to services to address all youth needs (e.g., substance use, trauma, mental health, crime driving, educational supports, etc.)
- Prosocial skill development opportunities are incorporated

Objective 7: Monitor and track program completion and termination

Practices promote equivalent outcomes; monitoring practices are in place to adjust as needed

Termination as a last resort

Collect the following detailed data:

- Family functioning such as cohesion, home functioning, and communication
- Recidivism and return to use post-program
- Program completion and termination
- Prosocial activity engagement, educational status, employment status

What Translates?

Building and Strengthening Community Partnerships

Develop and sustain juvenile justice advisory committees

Identify shared goals

Communicate regularly

Identify potential partners and resources to address youth needs

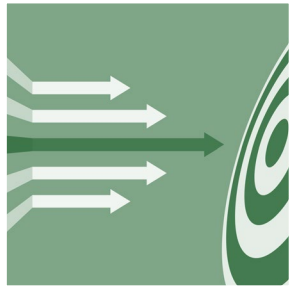
Increase understanding of juvenile justice best practices

Build community support

Create smooth & efficient pathways to refer youth to services

Risk, Need, Responsivity

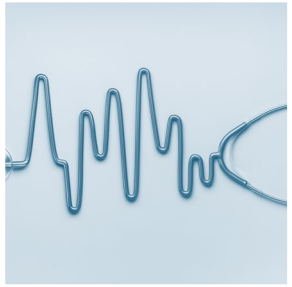
Use of assessments to inform supervision intensity, case plan targets, and SMART goals



Risk – determine who to supervise at what level



Need – determine what crime driving factors should be targeted to reduce likelihood of continued offending



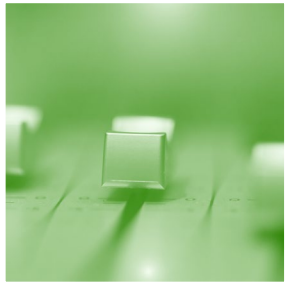
Responsivity – determine what should be considered for each youth to support engagement and effectiveness of interventions

Timely and Relevant Behavior Responses

Each behavior response serves an important purpose



Incentives encourage positive behavior



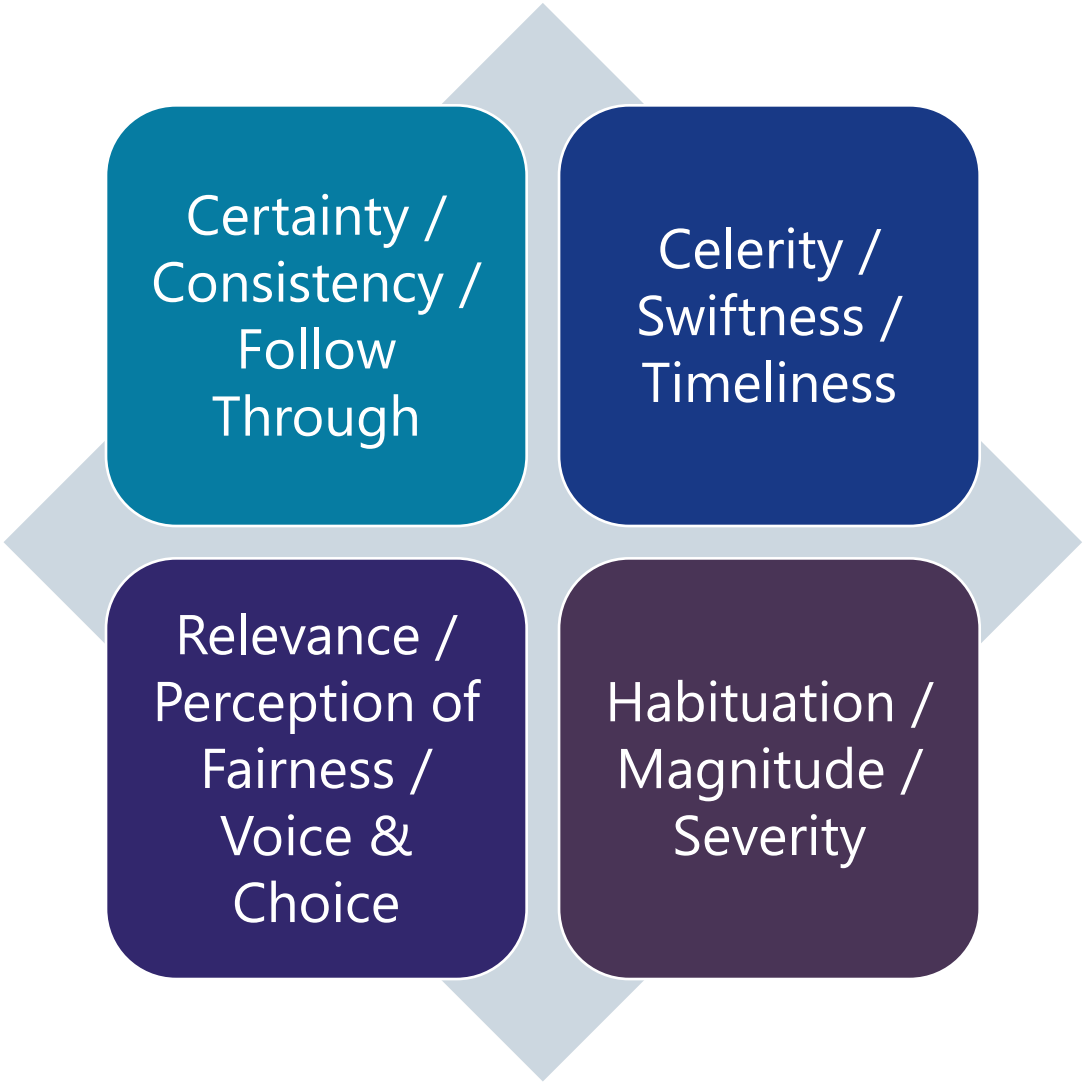
Service adjustments change approaches and resources to provide necessary skills and supports



Sanctions discourage unhealthy behavior

Behavior Change Principles

It isn't just about what we do, but also how we do it…



Caregiver Inclusion

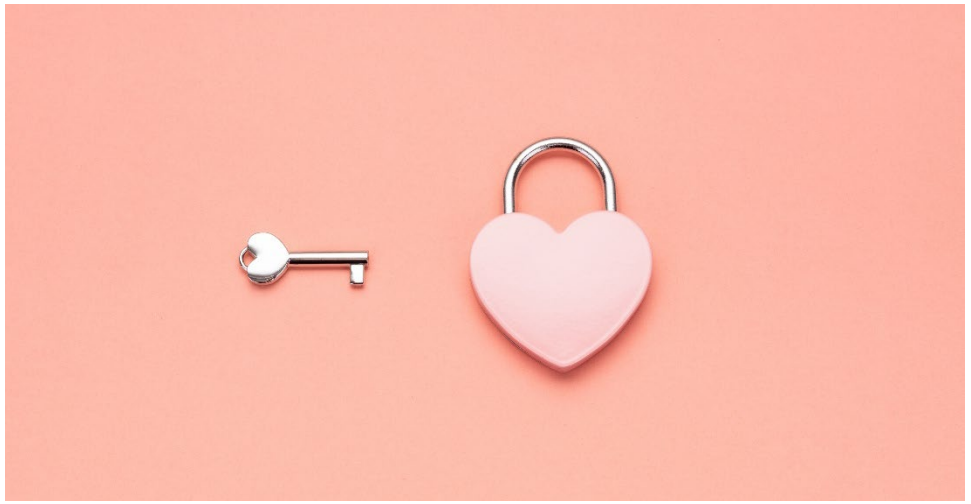
Sustainable change includes the entire village

Identify	Identify youth family and support network
Assess	Assess family and youth support system needs and strengths
Consider & address	Consider & address family responsivity issues (e.g., transportation, basic needs, language access, childcare, work schedules, etc.)
Provide	Provide resources to support the entire family unit as possible (e.g., family therapy, parenting classes, etc.)
Communicate	Communicate regularly •Provide updates •Ask for feedback – and use it! •Allow opportunities for caregivers to respond to youth behaviors (positive or negative) as much as possible

Training for All Key System Partners

Examples of topics:

- Adolescent development
- Behavior change principles and strategies
- Trauma informed practices
- Risk, need, and responsivity
- Screening for behavioral health needs
- Drug trends & testing practices
- Cross-disciplinary education
- Juvenile-Justice best practices





Referrals & Connections to Supportive Services

- Evidence based clinical services
- Educational support
- Vocational training
- Peer support
- Recreational and leisure activities
- Cultural connections



Data Monitoring

Track core data elements to identify and monitor:

- System strengths
- Areas for opportunity & improvement
- Resource needs
- Equity

Examples of data elements to track:

- Demographics & equitable experiences across groups
- Critical junctures & decision points
- Risk levels and factors
- Offenses & trends

Educational Partnerships

- Build trust & increase communication
- Timely responses to issues at school
- Connecting youth to appropriate educational opportunities & alternatives
- Educational advocacy
- Training on the juvenile justice system
  - What can and cannot be done
  - What should or should not be done



Thank You

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RIVERCREST ACADEMY

Rivercrest Academy

Rediscover What's Possible

A Free Public High School for Academic Success, Building Connections, & a Future Full of Hope and Joy.

Connection ● Accountability ● Hope

ODE Funding and Creation of Recovery Schools

HB 2767 (2023) - established a limited number of Recovery Schools in Oregon. **Currently 3 schools** designed to provide students with a specialized high school education to meet the needs of students with substance use and co-occurring behavioral health challenges.

- Safe Environment
- Academic Continuity
- Comprehensive Services
- Peer Support/Community
- Long-Term Recovery

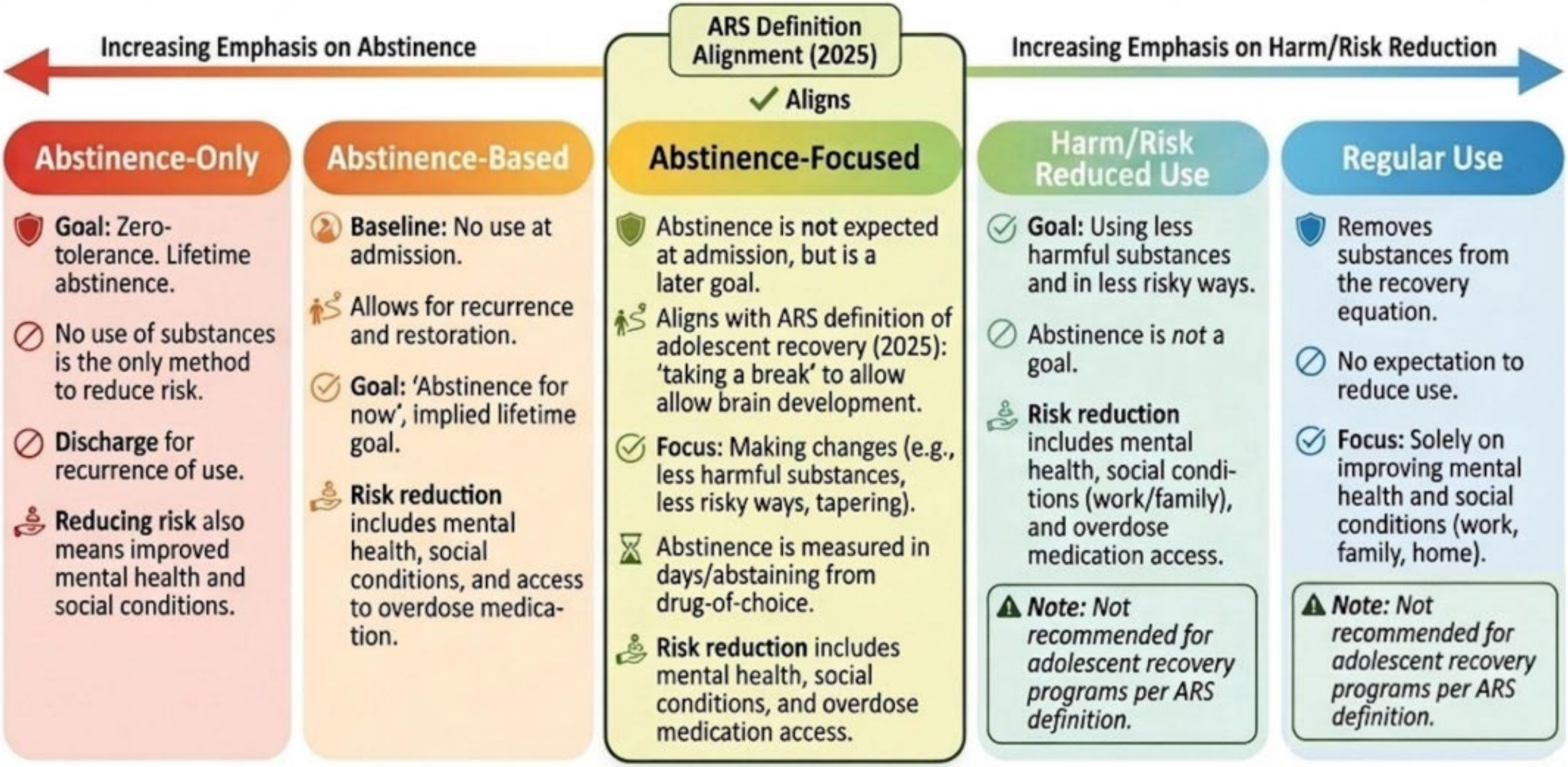
What is a recovery school?

What is Adolescent Recovery?

Recovery is a personal journey of healing and growth that helps young people build a healthy, fulfilling life. For adolescents, whose brains are still developing, substance use can disrupt emotional, mental, and physical growth, making it harder to manage challenges and achieve future goals.

Recovery involves creating stability—a consistent state of well-being supported by positive routines, healthy coping skills, and strong support systems. **Taking a break from substances allows the brain to heal and supports these changes.** **Recovery for adolescents** is **about progress, connection, and discovering new opportunities in a supportive environment.**

(Association of Recovery Schools, 2025)


Increasing Emphasis on Abstinence
ARS Definition Alignment (2025)
✓ Aligns
Increasing Emphasis on Harm/Risk Reduction
Abstinence-Only
Goal: Zero-tolerance. Lifetime abstinence.
No use of substances is the only method to reduce risk.
Discharge for recurrence of use.
Reducing risk also means improved mental health and social conditions.
Abstinence-Based
Baseline: No use at admission.
Allows for recurrence and restoration.
Goal: 'Abstinence for now', implied lifetime goal.
Risk reduction includes mental health, social conditions, and access to overdose medication.
Abstinence-Focused
Abstinence is not expected at admission, but is a later goal.
Aligns with ARS definition of adolescent recovery (2025): 'taking a break' to allow allow brain development.
Focus: Making changes (e.g., less harmful substances, less risky ways, tapering).
Abstinence is measured in days/abstaining from drug-of-choice.
Risk reduction includes mental health, social conditions, and overdose medication access.
Harm/Risk Reduced Use
Goal: Using less harmful substances and in less risky ways.
Abstinence is not a goal.
Risk reduction includes mental health, social conditions (work/family), and overdose medication access.
Note: Not recommended for adolescent recovery programs per ARS definition.
Regular Use
Removes substances from the recovery equation.
No expectation to reduce use.
Focus: Solely on improving mental health and social conditions (work, family, home).
Note: Not recommended for adolescent recovery programs per ARS definition.

About Rivercrest Academy

School of Choice

- Opened in August 2023
- 8 Graduates since our opening
- 17 students enrolled for Fall 2026

Enrollment Requirement: A sincere commitment to an **abstinence-focused lifestyle** and active participation in our education and recovery program.

Build CONNECTION ✦ **Practice** ACCOUNTABILITY ✦ **Embrace** HOPE

Who We Serve & Open Enrollment

Rivercrest serves high school students in grades 9–12 who want distance from past peer groups, negative influences, and drug and alcohol use.

- **No Official Doctor's Diagnosis Needed:** Students do NOT need a formal medical diagnosis, rehab record, or addiction label to enroll. If substance use is getting in the way of their life, health, or schooling, and they are ready to work toward a drug- and alcohol-free life, they are welcome at our school.
- **All Educational Needs Supported:** We fully support students with IEPs, 504 plans, TAG plans, and English Language Learner (ELL) services to ensure every student thrives.
- **A Safe Place for Progress:** We know making a change takes time. We provide a protective, judgment-free space for students stepping away from substances to rebuild their lives. We are fully supportive of teens who want to stop using drugs and alcohol but don’t know how or where to start.

What makes Rivercrest Unique to Serve Students in Recovery?

- **Accredited High School of Choice:** Enrollment is completely voluntary; students buy into an abstinence-focused environment.
- **Small Class Sizes:** 6:1 to 10:1 student-to-staff ratios.
- **Academics/Accreditation:** Blend of live instruction and credit recovery
- **Recovery Curriculum and Activities:**
    a. R1 Discovery Curriculum
    b. Individual Plans of Recovery
    c. Recovery groups
        i. Art/Music Therapy (M)
        ii. Community Building (T)
        iii. Psychoeducation (W)
        iv. Social Emotional Learning (Th)
        v. Recovery-based community meetings or local field trips (F)
    d. UA result tracking
    e. Relapse Prevention Planning

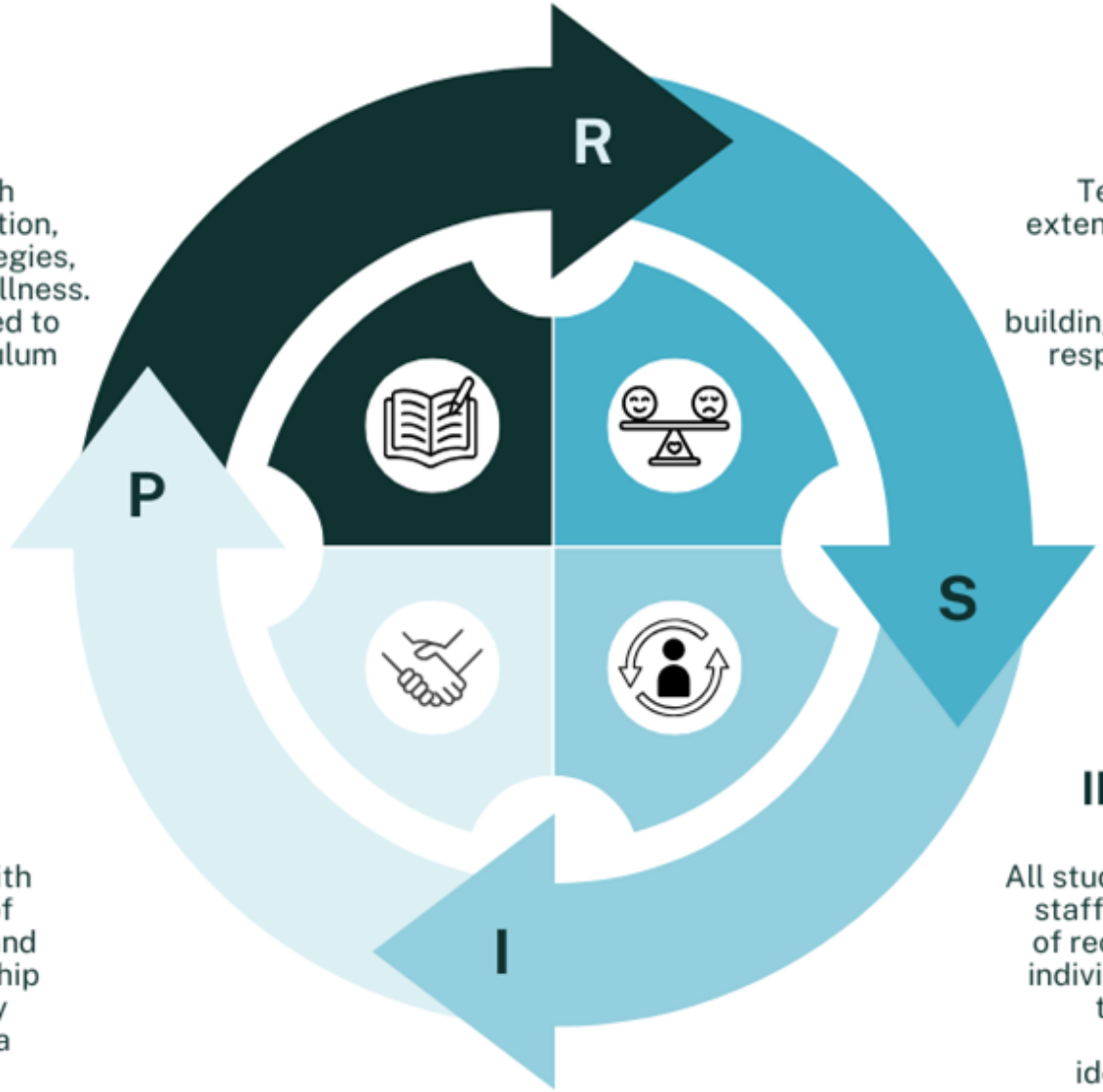
Overview of Rivercrest Recovery Program

RECOVERY CURRICULUM

Recovery staff lead youth through addiction education, relapse prevention strategies, life skills, health, and wellness. R1 Digital Platform is used to scaffold recovery curriculum instruction

SEL CURRICULUM

Teachers facilitate with an extension by recovery staff on topics focused on social awareness, relationship building, self-management, and responsible decision-making



PEER MENTORSHIP

Intentional time spent with students on prevention of suicide, substance use, and bullying. Include leadership development, community building, and promoting a positive school culture.

INDIVIDUALIZED SUPPORT

All students meet with recovery staff to personalize their path of recovery and goals through individual sessions focused on their needs, skill building, managing cravings, and identified areas of growth.

Interested in Our School?

- **Connect With Us:** Call or email our team for a short and friendly conversation to ask questions and share what your teen is experiencing.
- **Visit:** Tour our campus and let your student observe a school day to experience our supportive community firsthand.
- **Interview & Enroll:** Complete a student interview and begin a two-week orientation period to design an individualized academic and recovery plan.





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CASCADE RANGE
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