

Graduated Responses Key Concepts

Graduated Response Systems...

Provide incremental responses to behavior

Reinforce positive behaviors

Provide interventions for misbehavior

Effective Responses Are

Swift

- Should occur as close in time as possible

Proportionate

- Match the behavior in intensity/content

Targeted

- To the behavior performed

Certain

- Provided when they are expected

Fair

- Across youth and probation officers

Incentives

Designed to increase the likelihood of a youth performing and repeating a particular behavior in the future

Incentives should be...

Individualized

Awarded early and often

Meaningful

Emphasizing *effort* is key

Incentivize SMART goals to motivate youth to work incrementally towards a long-term goal.

Interventions/Consequences

Designed to decrease the likelihood of a youth performing and repeating a particular behavior in the future

Interventions should be...

To effectively intervene, first identify

1

What's causing the behavior?

2

What's maintaining the behavior?

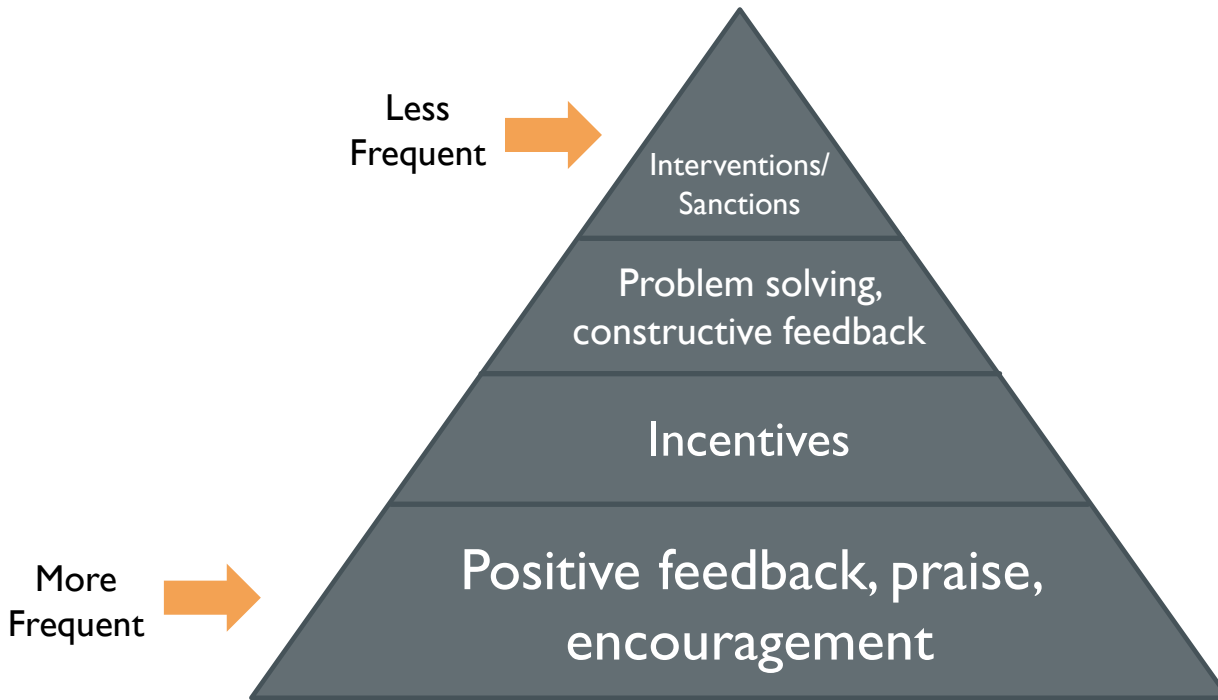
Matched to youth's risk level and seriousness of misbehavior

Appropriate to nature of the behavior

Discussed with youth to obtain their input

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Using Incentives and Interventions Together



In adolescence, incentives are more powerful than interventions/consequences or the threat of interventions/consequences.



A combination of incentives and interventions works best to change behavior.

Incentives ***promote positive behavior*** change over the long-term.

Interventions/consequences ***suppress negative behavior*** in the short-term.

Research indicates that the most effective ratio to change behavior is:

4 incentives for every **1** intervention

Takeaways

Youth respond to short-term reinforcement.

Incentives teach new, positive behaviors.

Predictability of responses is critical.