

Solutions guide for

COURTS & AGENCIES



Interventions that Make Sense™

3RD MILLENNIUM CLASSROOMS

ABOUT OUR COMPANY

3rd Millennium Classrooms has been at the forefront of prevention and intervention since 1999, when we created the first online alcohol education course in the country. Since then, we have developed courses for cannabis and other drug use, intimate partner violence and sexual consent, nicotine awareness, and theft and impulse control. Our courses have been used by over 4,000 colleges, secondary schools, and court systems across the country.

More than 4 million students have taken a 3rd Millennium course.

3rd Millennium Classrooms is committed to developing the best evidence-based prevention and intervention available. In 2003, 3rd Millennium Classrooms and the eCHECKUP TO GO team at the San Diego State University Research Foundation formed an alliance to create online alcohol and drug programs. All of our programs use a motivational interviewing style and provide personalized feedback reports. Our goal is to engage the student in their own individualized experience that impacts their behavior.



15900 La Cantera Parkway, Suite 20265
San Antonio, Texas 78256
(888) 810-7990
3rdmil.com

Copyright © 2024

CONTENTS

About Our Company	2	Pricing	10
Our Core Strengths	4	Courses	11
What do Students Say	5	Data Reporting	12
Feedback from Administrators	5	Student Management System	13
Evidence-based Strategies	6	Research References	14
eCHECKUP Integration	8	Our Partners	15
Personalized Feedback	9		

COURT & AGENCY COURSES





OUR CORE STRENGTHS

EVIDENCE-BASED STRATEGIES

Research shows that individuals respond best to interventions that provide feedback, emphasize personal responsibility, give several options for changing high-risk behavior, and are non-judgmental.⁶ Featured in 18 outcome studies, published in 12 peer-reviewed journals and presented at 6 professional conferences, 3rd Millennium courses utilize proven strategies to generate real behavior change.

DATA REPORTING

Just as our courses are evidenced-based, we also ensure that administrators are equipped with the necessary data to make decisions and facilitate change. Course outcome reports include aggregate data, summary and comparative statements, and executive summaries.

STRONG PARTNERSHIPS

Since 2003, we have been the exclusive provider of the eCHECKUP TO GO brief intervention tool through our partnership with the San Diego State University Research Foundation. Additionally, our collaborations with industry leaders Maxient and Advocate streamline the process of managing the conduct records of individuals taking our courses.

CONSULTATIVE APPROACH

Our Program Coordinators partner with you through the entire course selection, implementation, and evaluation process. We do not require you to sign a contract, although we are happy to sign one, because we want our superior value and not merely a contractual obligation to be the reason you continue with us.

SUPERIOR CUSTOMER SERVICE

Because we are the experts on our courses, we do not use a third party provider to respond to customer support requests. Our support team is available seven days a week to provide full service technical support to administrators and students. Because of our high standard of customer service, we boast a 97% customer retention rate.

SUSTAINABLE COST

We work with each organization—no matter the size—to provide a customized plan that meets budget requirements. Whether it is a student-pay referral, a grant-funded initiative, or an institution-paid plan, our flexible pricing makes program adoption a sustainable decision. And the best part is, our low-cost pricing is transparent: there are no hidden fees.

WHAT DO **STUDENTS** SAY
ABOUT 3RD MILLENNIUM?



We receive consistent feedback that our courses are relevant, helpful, and fast-paced in order to hold individuals' attention.

91%

of referrals agree that the **content** of the course was appropriate.

82%

thought the **interactions were interesting** or helpful.

81%

thought the course would help them **avoid future problems.**

FEEDBACK FROM
ADMINISTRATORS



“ You are a dream to work with. Thanks for being so patient with us! ”

“ You have been tremendously helpful in answering all of our questions and helping make the facilitation as smooth as possible. ”



EVIDENCE-BASED STRATEGIES

Evidence-based means our programs are grounded in the most effective strategies for changing behavior—they do not simply target knowledge or attitude.

Our programs draw from theory and research in evidence-based interventions. “Evidence-based” means our programs are grounded in the most effective strategies for actually changing attitudes and behavior—they do not only target knowledge gains. We integrate “mechanisms of change” into all of our courses: mechanisms that have been identified as strongly influencing behavior change. A comprehensive review of 42 interventions found strong support for the efficacy of programs that incorporated motivational feedback, expectancy challenge, and skills-based activities.⁵

Programs based on these approaches tended to reduce high-risk behavior. Overall, the review recommended that agencies “consider brief motivational intervention or skills-based programs, preferably incorporating personalized normative feedback, BAC training, and protective behavioral strategies for risk-reduction, as well as other personalized feedback components.”⁵

Although fewer research studies have been conducted on cannabis use, drug use, and personal conflict, the results are remarkably consistent with the research on alcohol use. A comprehensive review of nine cannabis treatment studies strongly supported three kinds of interventions for reducing cannabis use—cognitive behavioral treatment, motivational approaches, and contingency management. *Programs that relied on these approaches were much more likely to reduce high-risk behavior than other types of programs.*



 **You reported that you do not typically drink alcohol.**

Your choice not to drink is the healthiest and more responsible choice.

By abstaining from alcohol, you will avoid the health, social and academic problems that can occur when people drink too much.

MOTIVATIONAL INTERVIEWING

Motivational interviewing (MI) is a goal-oriented, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence.

MI uses affirmations, reflection, open-ended questions, and periodic, strategically placed summary statements. The motivational interviewing method is used in all our courses.



NORMATIVE PERCEPTIONS

A person's perception of what is normal behavior affects how they behave.

Our courses correct individual perceptions of peer alcohol and drug use with actual statistics, revealing their own misconceptions.

Drinking and Driving

Alcohol-related accidents and violence are the leading cause of death for Americans under the age of 35. When you drive after drinking (or ride with a driver who has been drinking), you greatly increase your risk for alcohol-related injuries or legal problems.

You reported that you drove **20 times in the past month** after having 3 or more drinks. It is very likely that you were driving while intoxicated.

You also reported that, in the past month, you rode **15 times** with a driver who drank 3 or more drinks. It is very likely that your driver was driving while intoxicated.

RISK PERCEPTION

The perceived risk of an action affects a person's likelihood of participating in the action.

Our courses show individuals the negative consequences associated with high-risk behaviors like playing drinking games and driving after drinking a few beers; they see that hangovers, injuries, missed classes, legal consequences, substance dependency, and overdose can all result from high-risk behaviors.

What do you like about alcohol?

Please select all that apply to you.

- Alcohol helps me reduce stress
- Alcohol helps me relax
- I feel more confident
- I feel more spontaneous
- Drinking is now just a habit for me
- Alcohol helps me express my feelings more openly

CHALLENGING EXPECTANCIES

The motivation to engage in a behavior is driven by the desirability of the perceived outcome.

Our courses include interactive exercises that demonstrate the realities surrounding high-risk behavior and challenge their expected outcomes.

How do you spend your time?

- Being with my Family
- Working
- Going to an art exhibit, concert, play, dance, or other performance

BEHAVIORAL STRATEGIES

Adaptive and positive behavioral skills enable people to deal effectively with the challenges of everyday life.

Our courses teach a range of protective behaviors—setting limits, pacing drinks, avoiding isolation, being an empowered bystander, etc.—in order to equip students to make healthy decisions regarding alcohol, drugs, and relationships.



ECHECKUP INTEGRATION

3rd Millennium has been the **exclusive provider of the eCHECKUP TO GO brief intervention tool** since 2003, integrating it directly into our courses. The personalized feedback it produces is integral to facilitating change.

Drawing on Motivational Interviewing and Social Norms Theory,^[7,8] the eCHECKUP TO GO brief intervention is designed to motivate individuals to reduce their high-risk behavior using personalized feedback.

Created by counselors and psychologists at San Diego State University, this personalized, evidence-based intervention was designed originally to help college students examine and clarify their individual choices around alcohol and cannabis usage and receive personal feedback based on their answers.

eCHECKUP TO GO

Individuals receive personalized feedback throughout the course. Their summary feedback report can also be viewed and printed upon completion of the course.



PERSONALIZED FEEDBACK



Individuals receive personalized feedback throughout their interactions with the course. Upon completion of the course, they can print out their full, confidential **personalized feedback report**. In addition to personal use, many institutions combine our online courses with face-to-face meetings to which individuals bring their personalized feedback report in order to begin a motivational interviewing session, or an exit interview.

Upon completing a course, the student receives:

My Summary PERSONALIZED FEEDBACK REPORT

My Summary helps **INDIVIDUALS** reflect on knowledge, beliefs, attitudes, and experiences and serves as an **action plan for change**.

My Summary is a tool for **ADMINISTRATORS** to determine the next steps for treatment and intervention for students.

Conflict-Wise Summary Report for Roger Smith
Program Completed on 06/08/2017

Congratulations on completing Conflict-Wise!
This is a summary of the information you provided during the program. The goal is to give you information so that you can make changes that are right for you.

About You

Your Behavior
You said that you engaged in the following behaviors:

These behaviors can be considered aggressive:

- Make fun of someone by text message
- Verbally threaten someone
- Overly criticize someone
- Point out another person's faults in front of a large group
- Stand over someone in a threatening manner
- Taunt someone
- Push someone
- Stare at someone in an intimidating manner
- Damage or destroy someone's personal belongings
- Insult someone
- Threaten to harm someone
- Threaten someone by text message

These behaviors can be considered passive aggressive:

- Spread false rumors about someone
- Exclude someone on purpose from a conversation you are having with a group
- Ignore someone on purpose
- Talk negatively about someone behind their back
- Create a mean nickname for someone
- Try to convince other people not to like someone
- Become friends with someone just to make another person feel bad
- Pretend you don't hear someone even when you do
- Be critical of someone, then tell them you are only joking
- Watch someone from a distance in a noticeable way with the goal of 'getting into their head'
- Forget to do something on purpose
- Gossip about someone

These behaviors can be considered passive:

- Tell someone that everything is fine even if you do not feel that way

Conflict-Wise

Making a Change

Assertive Behaviors

These behaviors can be considered assertive:

- I notice that a peer is being picked on and step in to defend them

Assertive behaviors are healthy and the most likely to resolve conflict

Your Tools for Responding to Conflict

Sight:

- Look at a photo or souvenir from a favorite memory
- Look out the window
- Take a walk and enjoy the great outdoors
- Surround yourself with colors that lift your spirit
- Close your eyes and picture a peaceful and rejuvenating place

Sound:

- Listen to Music
- Turn on a soundtrack of nature - crashing waves or birds singing

Smell:

- Take a deep breath of clean, fresh air
- Make a coffee, inhale deeply

Taste:

- Chew a piece of gum
- Indulge in a small piece of dark chocolate

Your Readiness for Change

Beginning	End
fairly important	Importance
fairly confident	Confidence
	fairly important
	fairly confident



Pricing for Courts & Agencies

PAYMENT OPTIONS



INDIVIDUAL PAYS ONLINE

PREPAY

BILLED MONTHLY

ADULTS

INDIVIDUAL COURSES \$75

- Conflict Wise
- Under the Influence
- THC 101
- STOPLifting
- Other Drugs

JUVENILES

INDIVIDUAL COURSES \$75

- Conflict Wise
- Under the Influence JV
- THC 101 JV
- STOPLifting
- Respect & Resolve
- Other Drugs
- Nicotine 101
- Wellbeing 101

STAFF TRAINING

Red Flags\$75 / 2 CEUs

Courses



NICOTINE 101

Course on impact of smoking, vaping, and other nicotine-containing products.



BRIDGING THE GAP

Promoting safe communities through education on essential principles for creating a culture of respect and belonging.



WELLBEING 101

Course fostering mental health and wellness.



CONFLICT WISE

Addresses impact of abusive behaviors.



UNDER THE INFLUENCE

Online intervention for alcohol violations.



THC 101

Online intervention course for cannabis violations.



RESPECT & RESOLVE

Title IX course that focuses on safe and healthy interpersonal relationships.



OTHER DRUGS

Focuses on the effects, risks, and consequences of illicit drug use and prescription drug misuse.



RED FLAGS

Training individuals to identify human trafficking victims and safely intervene.



PARENT WISE

Course to help parents of teens navigate difficult issues.



STOPLIFTING

Online intervention course for shoplifting violations.

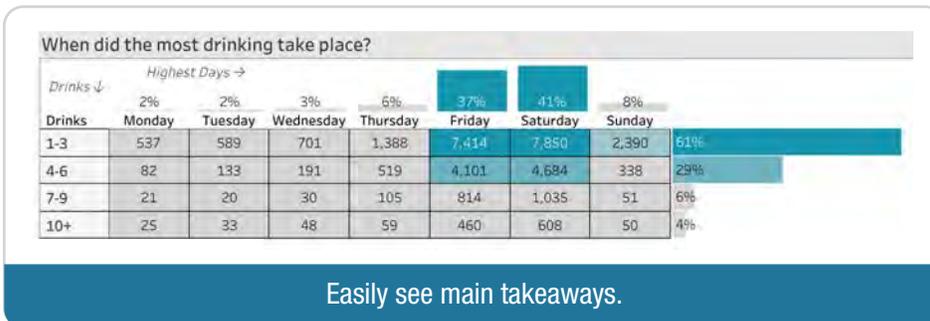
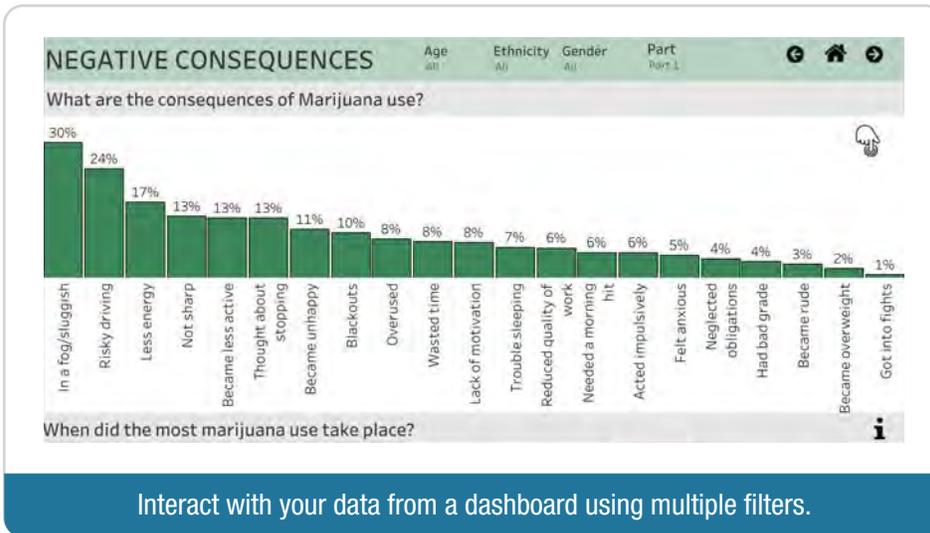
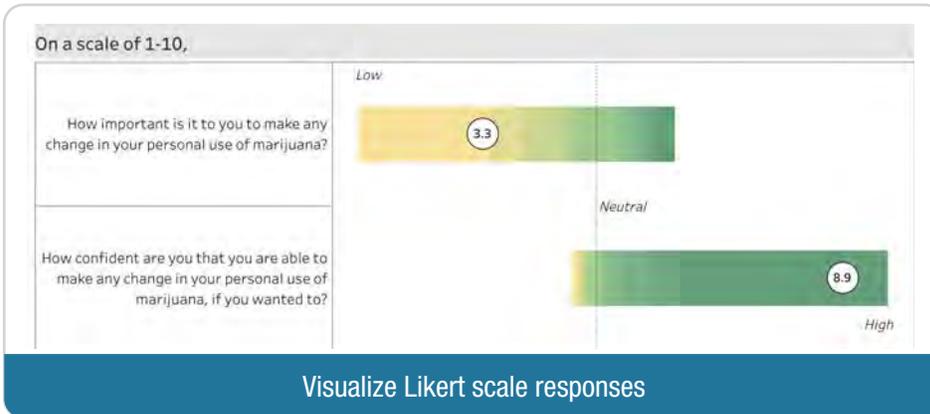


DATA REPORTING

Real-time data analytics and visualizations at your fingertips.



Reports and raw data can be downloaded easily for sharing or further research.



STUDENT MANAGEMENT SYSTEM



COLLEGE ACCOUNT
Demo College Account

Address: 876 Demo Street, San Antonio, TX, 78256 Williamson

Web Site: http://www.3rdmil.com

Phone: 210-129-1234

Fax: 210-987-9876

Primary Attribute: EMAIL

Enrollments (4,110)

View account information, control numbers, and payment information.

Through the **Student Management System**, administrators can:

- access data reporting
- view student progress activity, and completion reports
- send email reminders in order to boost compliance rates
- add or delete students or administrative contacts
- resend student passwords.

Email Students

Multiple Controls Selected | 06/01/2018 | Student | Reviewer

Enrolled But Never Logged In | Reminder to complete the course

To Address: See list below | demo@demo.net

CC | BCC

Subject

Preview Email

Send reminders to specific student groups with easy-to-use filters.

Internal controls allow for multiple administrators with different levels of access.

Help Center
Support

Welcome! You can raise a support request from the options provided or search for how-to articles using the search field in the top menu.

Technical support
Need help logging in, continuing in a course, or troubleshooting some issue? Select this to request assistance.

Reviewer questions
Reviewing a course as an administrator and want more information? Select this and we'll be happy to answer your questions.

The **Student Management System** can also be used to access the Motivational Interviewing training course, Facilitator's Guide, and support materials.



Research References

1. Croom, K., et al. (2015). The glass is half full: evidence for efficacy of Alcohol-Wise at one university but not the other. *Journal of Health Communication: International Perspectives*. DOI:10.1080/10810730.2015.1012239
2. Dumas, D., et al. (2011). Decreasing heavy drinking in first-year students: Evaluation of a web-based personalized feedback program administered during orientation. *Journal of College Counseling, 14*(1), 5-20.
3. Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2007). The campus sexual assault (CSA) study: Final report. Washington, DC: National Institute of Justice, US Department of Justice.
4. Lane, D. et al. (2007). Evaluating personalized alcohol interventions. Presented at Midwestern Psychological Association Annual Meeting in Chicago, IL.
5. Larimer, M., et al. (2007). Identification, prevention, and treatment revisited: Individual-focused college drinking prevention strategies 1999-2006. *Addictive Behaviors, 32*(11), 2439-2468.
6. Miller, W. R. (Ed.). (1999). Enhancing motivation for change in substance abuse treatment (Vol. 35). Diane Publishing.
7. Miller, W. R., & Rollnick, S. (2002). Motivational interviewing: Preparing people for change
8. Perkins, H. W., & Berkowitz, A. D. (1986). Perceiving the community norms of alcohol use among students: some research implications for campus alcohol education programming*. *International Journal of the Addictions, 21*(9-10), 961-976
9. Strohm, A., et al. (2015). Randomized controlled trial of computerized alcohol intervention for college students: Role of class level. *The American Journal of Drug and Alcohol Abuse: Encompassing All Addictive Disorders*. Retrieved from <http://www.tandfonline.com/eprint/TCf5z4wnD3YxYsv8YxPM/full>

Our Partners



We are the exclusive provider of



through our partnership with



We integrate with



for streamlining student conduct case management.



15900 La Cantera Parkway, Suite 20265
San Antonio, Texas 78256
(888) 810-7990
3rdmil.com

Copyright © 2024