



Family Healing Program

New Haven, Inc.

Spanish Fork and Saratoga Springs Campuses

New Haven Student Handbook

FOR YOUNG WOMEN AND THEIR PARENTS EVERYWHERE.

Acknowledgments:

Thank you to New Haven's exceptional staff for their contributions and criticisms. Thank you to New Haven's students for their patience and hard work. Thank you to all their parents for blessing us with their daughters for a season.

PUBLISHED BY

New Haven Inc.

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Expectation

Phase 1 — Introduction to the Expectation Phase



On Expectation Phase of Healing the student and her family learn New Haven's rules, boundaries, structure, and other expectations. Motivation is primarily external in this phase of healing and supportive structure and supervision are needed.

Student Assignments	Date	Signature
1. Have your peer mentor share with you what her top 10 values are. Talk with a Shift Supervisor about how the conversation went.	_____	_____
	DATE	SHIFT SUPERVISOR
2. Write down 5 fun facts about yourself and share them in a Community Meeting or General Group.	_____	_____
	DATE	SHIFT SUPERVISOR
3. With the help of a Shift Supervisor, find a quote that is meaningful to you in relation to Expectation Phase. Share what it means to you in a Community Meeting or General Group.	_____	_____
	DATE	SHIFT SUPERVISOR
4. Write down four goals you would like to accomplish while at New Haven. Share them with your Therapist..	_____	_____
	DATE	THERAPIST
5. Complete the testing requirements as explained on the Testing Requirements (1.1) .	_____	_____
	DATE	RESIDENTIAL DIRECTOR
6. Complete the Family Healing Program Binder Test (1.2) .	_____	_____
	DATE	RESIDENTIAL DIRECTOR
7. Meet together with your Therapist and the Residential Director to review and sign the Safety Contract (1.3) .	_____	_____
	DATE	RESIDENTIAL DIRECTOR
	_____	_____
	DATE	THERAPIST

8. Complete the Academic Requirements outlined for Expectation Phase.

DATE

ACADEMIC ADVISOR

Parent Assignments

Date

Signature

9. Have an initial phone call with your Therapist.

DATE

THERAPIST

10. Review the **12 Habits of Effective New Haven Parents (1.4)** with your Therapist.

DATE

THERAPIST

11. Share five fun facts about yourself with your Therapist.

DATE

THERAPIST

12. Identify four areas of personal growth you would like to accomplish while at New Haven. Discuss them with your therapist.

DATE

THERAPIST

13. Complete the Parent Handbook Test and Informed Consent Agreement. Both are located in Section VI of the Parent Handbook. Scan or fax them to your Residential Director.

DATE

RESIDENTIAL DIRECTOR

14. Take part in Outcomes Assessment testing.

DATE

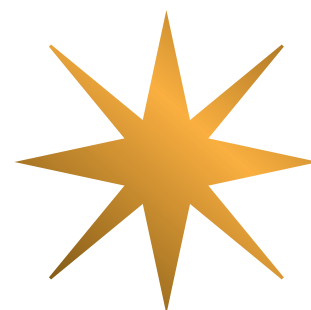
THERAPIST

15. Be actively involved in your daughter's education, including the following:

- a. Familiarize yourself with New Haven's online school portal.
 - 1. Review your child's school transcript.
 - 2. Review your child's class schedule.
 - 3. Identify where current grades, missing assignments, etc. can be found within the portal.
- b. Contact your child's Academic Advisor to discuss any questions or concerns.

DATE

ACADEMIC ADVISOR





Academic Requirements

Expectation Phase

ACHIEVE

- Obtain and review the disclosure documents for each of your classes.

SIGNATURE

DATE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ALL TEACHERS

ADVOCATE

- Identify two adults and two peers you can seek academic support from.

_____	_____
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ACADEMIC ADVISOR

_____	_____
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TEACHER

ENGAGE

- Follow assigned class schedule.
- Identify classroom expectations.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ALL TEACHERS

PLAN

- Get a class schedule.
- Get school supplies.
- Get a planner.

_____	_____
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ACADEMIC DIRECTOR

RESPECT

- Define respect
- Define self-respect.

ACADEMIC ADVISOR

RESILIENCY

- Identify what resiliency is and why it is important.
- List available supports.

ACADEMIC ADVISOR

LEADERSHIP

- Define appropriate relationship boundaries.
- Identify elements of appropriate academic conversations.

ACADEMIC ADVISOR



Testing Requirements

1.1

Within the first few days of admission you will meet with the Testing Administrator to complete the following questionnaires. The process should take less than an hour. Once complete, your Residential Director will sign this task off in the Expectation Phase section of your Family Healing Binder. Your parents will also be participating in this testing.

- » YOQ-S*
- » FICS*
- » PHQ-g*
- » NATSAP Survey
- » EFS
- » Sensory Checklist

Please note, you will repeat the questionnaires marked with an (*) each month. These questionnaires make what we call **Outcomes Testing**. Outcomes Testing is an important part of our program at New Haven and is built into each phase of the Family Healing Program. You and your parents must complete your testing in order to progress in the program.

Answers to these questions can be found in the Student Handbook section of your Family Healing Program Binder.

1. On what Phase will you participate in private lessons?
2. **T or F:** I am allowed to shave with an electric razor.
3. Please list three items you are not allowed to have at New Haven.
»
»
»
4. On what Phase can you wear jewelry?
5. **T or F:** On Exploration Phase, I can go on “fun passes”.
6. Who makes up your Master Treatment Plan?
7. **T or F:** You can participate in one phone call home each week.
8. What is the Family Healing Program?
9. **T or F:** I can qualify for Phase Advancement without going to school and completing my school requirements.

Safety Contract

1.3

I, _____, sign this contract to signify that I am both physically and emotionally safe to myself, and those around me. I understand that I am expected to learn the rules, participate in therapy, complete my admissions assignments, and work with the Treatment Team on establishing my Treatment Plan.

I understand that I may not be alone until I reach Exploration Phase.

I understand that if I harm myself or another person or animal or if I damage the facility purposefully in any way, that I may be again placed on Safety.

STUDENT SIGNATURE

DATE

THERAPIST SIGNATURE

DATE

RESIDENTIAL DIRECTOR SIGNATURE

DATE



12 Habits of Effective New Haven Parents

1.4

- 1. Help us close the door** - Change is hard, uncomfortable and scary. Your daughter may try to avoid change by getting you to distrust the process or remove her from treatment. Let her know you are invested in seeing the process through.
- 2. Healing is a process** - Realistically, it will take time and patience for your family to make needed changes. Change that occurs too quickly is shallow and fleeting. Lasting change happens over thousands of moments. Our Treatment Teams are expert at orchestrating these moments of change. Hang in there, it will take some time.
- 3. We cannot force change** - The goal is influence, not control. Each student and family changes on their own timeline. Attempts to rush the process interferes with relational influence and extends the healing process.
- 4. Let the bread bake** - Your daughter will likely look better on the outside before she is better on the inside. You will feel stronger on the surface before sufficiently stable internally. Let the bread bake all the way through.
- 5. Focus on family healing** - You will experience discomfort, problems, and frustrations. We hope that you will trust us to address these issues as they arise. Focusing on your part in your family's healing is something only you can offer, and is vital to a timely and successful outcome.
- 6. Let your daughter teach you** - Be a warm, empathetic, and curious observer of your daughter's feelings and problems. Ask questions about her experiences, and allow her to bring you into her world. Practice being a supportive listener!
- 7. Validate, don't enable** - You may be tempted to "fix" her problems, or "rescue" her from them. In most cases, this is detrimental to her growth. Encourage her to find and initiate solutions, followed by loving supportive statements. Example: "I trust you and New Haven to figure this out. I love you... I'm sorry this is hard."
- 8. Amplify the positive** - As is the case with anything in life, you will find what you look for. If you are tuned-in to recognizing the positives in your daughter, she will be more likely to amplify them on her own.
- 9. Change is a family affair** - Your family is a puzzle, with each member a unique, interlocking piece. The piece representing your daughter has been taken out, sent to New Haven, and is in process of changing its shape. If the family puzzle remains the same, what happens when she returns home? Lasting healing requires all family members to change.
- 10. Parents do the hard work too** - This means that you may find yourself angry with us from time to time. That's okay. Remember, change is what we're after, and change is hard, uncomfortable, and sometimes scary.
- 11. Our Phases of Healing: Expectation, Exploration, Insight, Integrity, Interdependence** - Change is best measured by a family's way of being, not by counting Phase advancements. Our Phases provide an external reflection of an internal healing process. Don't get too hung up on feeling great if your family advances or terrible if your family regresses. The struggle, reflection, and hard-work inherent in living the Phases creates the most growth.
- 12. Expect things to be hard** - In treatment, we are looking for gradual healing over time. This means there will be moments of exciting progress, heartbreaking setbacks, surprises, tests of commitment, and tears of joy and pain. Many alumni families looking back describe the process as "a roller-coaster." Even when treatment is over, it's not over. We love you. We love your daughter. We are here to support you!

Exploration

Phase 2 — Introduction to the Exploration Phase



On Exploration Phase of healing the student is still externally motivated while she and her family begin to explore and rediscover their values. They learn and establish an attitude of openness to new information about themselves, specifically self-defeating behaviors. The student is becoming open to learn in therapy and school, and is compliant with expectations. Family members are learning to give feedback in respectful ways and receive it non-defensively, as well as identify and acknowledge treatment issues.

Student Assignments

Date

Signature

1. Earn the **Love Bead (2.1)**, one assigned from your Therapist, and one of your choice for a total of 3 beads.

DATE

THERAPIST

2. Create a list of **10 Personal Values (2.2)** that are important to you and define what each value means to you. You can use the enclosed list as a guide or come up with your own. Record your values on the **Personal Values List (2.3)**. Discuss your list with your Therapist.

DATE

THERAPIST

3. With the help of your Relational Coach, find a quote that is meaningful to you in connection with Exploration Phase. Share what it means to you in either a Community Meeting or General Group.

DATE

RELATIONAL COACH

4. Participate willingly in Recreation Therapy activities.

DATE

RECREATION THERAPIST

5. Complete the Recreation Therapy Assessment with the Recreation Therapist.

DATE

RECREATION THERAPIST

6. Complete an **Autobiography (2.4)** using the outline provided. Discuss it with your Therapist.

DATE

THERAPIST

7. Attend the Hygiene Class taught by the Nurses.

DATE

NURSE

8. Meet with Treatment Team in person to review your progress in the Family Healing Program.

DATE

THERAPIST

9. Complete the Academic Requirements outlined for Exploration Phase.

DATE

ACADEMIC ADVISOR

10. Continue to take part in all Outcomes Assessment testing.

DATE

THERAPIST

11. Show that you are compliant with community rules, that you are open to new information about yourself, and that you are learning to give and receive feedback in respectful and in non-defensive ways.

DATE

TREATMENT TEAM

12. Once your Family Healing Requirements are complete, schedule a time to meet with the Clinical Director to present and discuss your completed work.

DATE

CLINICAL DIRECTOR

13. Demonstrate through **Peer Feedback (2.12)** that the majority of your peers feel you are striving to be a positive member of the community.

DATE

TREATMENT TEAM

Parent Assignments

Date

Signature

14. Create a list of **10 Personal Values (2.2)** that are important to you and define what each value means. You can use the enclosed list as a guide or come up with your own. Record your values on the Personal Values List (2.3). Discuss your list with your Therapist.

DATE

THERAPIST

15. Demonstrate ownership of your role/part in your family system.

DATE

THERAPIST

16. Practice using responsible language in therapy and family phone calls.

DATE

THERAPIST

17. Complete a **Parent Autobiography (2.5)**, using the outline provided.

DATE

THERAPIST

18. Continue to take part in all Outcomes Assessment testing.

DATE

THERAPIST

19. Be actively involved in your daughter's education including the following:

1. Access the school portal one time per week to review your child's academic needs, grades, and etc.
2. Contact the academic advisor at least one time per month to discuss any issues or concerns.

DATE

ACADEMIC ADVISOR

Family Assignments

Date

Signature

20. All family members are actively exploring themselves and their family relationships in family therapy sessions.

DATE

THERAPIST

21. Discuss your family's autobiographies in family therapy.

DATE

THERAPIST

22. Review the **Emotional Safety Module (2.6)** during family therapy. Define safety in relationships and discuss ways to create safety in your family.

DATE

THERAPIST

23. Explore **Ego Defense Mechanisms and Thinking Errors (2.7)** during family therapy. Each family member should identify the ego-defense mechanisms and thinking errors they use and discuss how they manifest in your family system.

DATE

THERAPIST

24. In family therapy, discuss your family's Outcomes Assessment results.

DATE

THERAPIST

25. Review and discuss your Sensory Checklist with your Therapist and family.

DATE

THERAPIST

26. Once your family is ready to apply for phase advancement complete the **Family Phase Application (2.13)** using the guidelines provided in the application.

DATE

THERAPIST

Transition Preparation

Date

Signature

27. Create a list of **Family Values (2.8)** and a list of **Family Strengths (2.9)**. These lists will be utilized throughout your work in the Family Healing Program.

DATE

THERAPIST

28. Use the ***Love Languages Worksheet (2.10)*** to identify each family member's love languages and explore ways you each give and receive love.

DATE

THERAPIST

29. As a family explore ***Family Roles (2.11)***. Discuss your current roles and the purpose they serve within your family.

DATE

THERAPIST





Academic Requirements

Exploration Phase

ACHIEVE

- Maintain a C average or above in all classes.
- Complete assignments when prompted.

SIGNATURE

DATE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ALL TEACHERS

ADVOCATE

- Utilize identified individuals for support.
- Develop an advocacy plan.
- If applicable, meet with the Special Education Coordinator to discuss IEP goals.

_____	_____
ACADEMIC ADVISOR	
_____	_____
TEACHER	
_____	_____
SPECIAL EDUCATION COORDINATOR	

ENGAGE

- Attend assigned classes at least 80% of the time.
- Be on time to class at least 75% of the time.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ALL TEACHERS

PLAN

- Bring a planner to class.
- Use your planner at least 50% of the time.
- Identify and define study skill deficits.
- Obtain work from teachers with prompting.

_____	_____
-------	-------

ACADEMIC ADVISOR

RESPECT

- Accept feedback and demonstrate respect.
- Repair with teachers if necessary.

SIGNATURE

DATE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ALL TEACHERS

RESILIENCY

- Understand academic strengths and weaknesses.
- Find coping skills for school.

_____	_____
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ACADEMIC ADVISOR

LEADERSHIP

- Build trust and respect in relationships.
- Recognize appropriate conversation skills.
- Allow mentorship.

_____	_____
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ACADEMIC ADVISOR





Love

2.1

COMPLETE AT LEAST 6 OF THE TASKS BELOW

1. Make a list in your Family Healing Binder of the people and things you Love. How do you feel when you think about these people and things? Discuss with your Relational Coach.

DATE

SIGNATURE

2. Identify the people who love you. How do you know these people love you? Choose one of these people and write them a letter sharing with them how their love and support has influenced your life. Share with your Relational Coach and then send to your parents to forward to this person.

DATE

SIGNATURE

3. Every day for two weeks, journal about something you love about yourself. When you are done, share with your Therapist.

DATE

SIGNATURE

4. In your own words write what love means to you. Compare your definition to the dictionary's definition. Discuss with your Relational Coach.

DATE

SIGNATURE

5. Discuss the difference between physical intimacy and emotional intimacy with your Therapist.

DATE

SIGNATURE

6. Make a list of the characteristics of a healthy relationship. Discuss your list with your Residential Director then ask them to share with you their ideas of what makes a relationship healthy.

DATE

SIGNATURE

7. Discuss with your Therapist the concept of freedom and control in relationships.

DATE

SIGNATURE

8. Prepare a presentation on healthy "Love" and share during a Values Night.

DATE

SIGNATURE

A

Adventure — I believe in trying new things.

Agency — I value my right to think, act, and speak as I wish, and I do so responsibly.

Attitude — I know that any success I achieve in life depends more on my attitude more than anything else.

Authenticity — I believe that when I act according to my true self, I am benefiting myself and others.

B

Beauty — I recognize the beauty in the world around me. I believe that all people hold beauty regardless of their outward appearance.

Be Real — I believe in being my true self.

C

Change — I know that change is a difficult, yet necessary part of life. I do my best to find peace with each new change in my life. I also do my best to facilitate change, when it needs to happen.

Choices and Accountability — I understand that every choice I make has a consequence, good or bad. Every choice I make affects someone somewhere, besides just me.

Cleanliness — I believe that I should keep my body, thoughts, actions, and words free from unhealthy influences.

Communication — I believe in connecting with others emotionally and intellectually. I practice good listening, and constantly seek more effective ways to express myself.

Courage — I risk in spite of fear. I do what is right in the face of opposition.

Creativity — I value the ability to organize ideas, materials or sound into something unique and new. I love to express myself through the arts.

Comfort — I seek to surround myself with beautiful and enjoyable things. I desire that others feel at ease around me.

D

Dependability — I believe in being responsible, constant, and unfailing. I can be counted on to do what I say I will do.

E

Eat to Live — I believe that a healthy diet is an important part of maintaining optimal health. I know that food gives me energy to do the things I want to do. I do my best not to abuse food by either eating too little or too much.

Education — I believe in constantly learning new skills, facts, and information about myself and the world around me.

Emotion — I believe it is healthy to express emotion appropriately. I believe in living in my heart, more than my head.

Emotional Safety — I believe in expressing my emotions in situations where I feel safe. I try to cultivate relationships in which I will feel safe expressing myself, and do my best to keep others feel safe with me.

Empathy — I feel that it is important to understand and have compassion for other people. I try my best to feel what others might be feeling, and then to treat them the way they would want to be treated.

Enthusiasm — I know that if I exert all the energy I can muster into a task, I will not only accomplish it; I will enjoy it.

Environment — Preserving, protecting, and wisely enjoying the environment is important to me.

Equality — I believe that all humans, regardless of race, gender, culture, or age, are equal. I seek to further others' recognition of this truth.

Expectation — I understand the place for rules and boundaries in life, and I live by them.

Exploration — I am excited by the prospect of exploring myself and my world.

F

Faith — I believe that placing trust in my Higher Power can see me through any trial.

Family — I believe that the family has the potential to do the most good in an individual's life, and that healthy families are the single most important factor in maintaining a healthy world.

Forgiveness — I avoid carrying grudges. I readily pardon those who have offended me, and am gentle with myself when I make mistakes.

Freedom — I value my independence. I act in ways which further my right to move, think, and speak however I wish. I understand my moral obligation to express my freedom with discretion.

Friendship — I believe in being a supporter and empathizer; I enjoy getting close to others and sharing portions of myself with them. I believe that these connections enrich my life.

G

Goals — I set and achieve personal goals as a method of self - improvement.

Gratitude — I believe in openly expressing thankfulness and appreciation. I believe showing gratitude increases my happiness.

H

Happiness — I believe in having a positive outlook, in making the most of my life situation, and in sharing my gladness with others.

Honesty — I believe in being straightforward and sincere with myself and others. I do not lie, steal, or cheat.

Honor Parents — I believe in being respectful to the role of parenthood. I behave in a way that will bring honor to my parents.

Hope — I believe in trusting that some good will come of any situation. Others feel encouraged around me.

Humility — I readily acknowledge my strengths and weaknesses equally. I know who I am, and I possess a quiet, unassuming confidence.

Humor — I appreciate what is funny and amusing. I appropriately find humor in many things.

I

Independence — I value healthy autonomy. I do not practice self-defeating behaviors. I am self-reliant.

Individual Worth — I know that my life is worthwhile. There are things that I have done which no one else in the world could do, and there will be many more things which only I can do in the future.

Insight — I value understanding clearly the inner nature of people, myself, and things.

Integrity — I have a soundness of moral character. I am sincere, honest, and stable. My actions match my values. I am true to myself.

Interdependence — I am aware of my place in life and that I am absolutely necessary. Everyone and everything in life affects me, and I affect everyone and everything.

K

Kindness — I believe in having empathy, in being generous, friendly, and unselfish. I believe in being concerned for others.

Knowledge — I believe learning never ceases. I seek knowledge from all sources that are good.

L

Law of Harvest — I believe that life will hold me responsible for my actions. I believe that whatever good I do, good will return to me.

Leadership — Taking the lead in situations is comfortable for me. I am persuasive because I am a good role-model with excellent communication skills.

Life — I respect the mortality of people, myself, and nature. I understand and accept the preciousness of time.

Love — I have deep, tender affection for others, myself, and all living things. I am devoted to and interested in those close to me.

Loyalty — When I commit to something or someone, I am faithful.

M

Moderation — I know, set, and abide by personal limits. I avoid extremes and excesses.

Modesty — I believe in being discreet, in not exploiting myself, in behaving and dressing decently, and in being humble about my own values and abilities.

Music — I understand the power of music to evoke emotion. I love to communicate my own emotions through music.

N

No Jealousy — I recognize that every person has their own unique qualities and talents. I do not compare myself to others, and am happy for the accomplishments of others.

P

Patience — I am calm, I endure hardship well, and I work steadily without giving up.

Peace — I live my life in a way that brings me happiness and contentment. I believe conflicts should be solved without violence. I thrive when I have serenity in my life.

Perseverance — I know that no problem is bigger than I am; through sheer willpower I can overcome almost anything.

Personal Influence — I believe that I am a force for good in the world. Through me, others are encouraged to be better and do more.

Physical Health — I believe in caring for my physical body so that I have endurance, strength, energy, vibrancy, and self-worth.

Play — It is important to engage in healthy activities for amusement and relaxation.

Proactivity — I seek out those things which need doing and do them. I am self-motivated.

Power — I only believe, say, and do things which keep my personal power intact. I do not react.

R

Recreation — I believe in taking rest and in relaxing. I believe in having hobbies, in planning leisure time, and in taking a break from work.

Relationships — I believe that connections with friends and family enrich my life and make it more worthwhile.

Remembrance — I am grateful for the lives of people who have come before me. I recognize what they have done for me, and what I can learn from them. I am also careful not to forget life's lessons from my own past.

Respect — I believe in showing honor and courtesy to others and in being considerate.

Risk — I believe in “nothing ventured, nothing gained.” Trying new things excites me.

S

Sacrifice — By using my time and energy to accomplish something, I gain a greater appreciation and love for others and myself, as well as the end product.

Safety — I keep my environment free from danger. I take no unnecessary risks with my body, mind, or emotions. I foster security for those around me.

Self-Discipline — I keep my desires and actions under appropriate social and personal reign. I try to do all things for the betterment of myself and others.

Self-Esteem — I believe in myself and my abilities. I love myself.

Self-Improvement — Recognize my own limitations, and seek to overcome them whenever possible. I strive to be my best self.

Self-Sufficiency — I believe it is important that I care for myself. I do not wish to burden anyone.

Service — I believe in being helpful and useful in my community, home, and place of work. I enjoy giving friendly help without thought of recompense.

Simplicity — I love an ordered, quiet, basic life. I find peace in uncomplicated things.

Sobriety — I believe in living a clean and sober life. I will not let drugs or alcohol overpower me or my ability to make decisions. I value my health, intelligence, relationships, and life more than any substance.

Social Appropriateness — I believe in being tactful and polite when in social situations.

Spirituality — I believe in nurturing my spirit.

Stress Management — I take time for myself. I believe that to maintain peak performance, I must rest physically, mentally, and emotionally. I practice ways to reduce stress in my life.

T

Talents — I recognize that I have innate talents and I seek to discover and improve them.

Tolerance — I respect opinions, races, genders, ages, and cultures.

Trustworthiness — I believe in being worthy of trust. I am reliable and honorable. People can have faith, hope and confidence in me.

U

Unity — I am rejuvenated by the synergy that unity provides. I know that where two or more people are gathered together in a common cause, anything is possible.

V

Virtue — I believe in having strong physical boundaries, in keeping my mind and body healthy, in being respectable and upright.

W

Work — I believe in putting forth my best effort at whatever I do, whether easy or difficult, pleasant or unpleasant.

Personal Values List and Definitions

1.	<div></div>	<div></div>
2.	<div></div>	<div></div>
3.	<div></div>	<div></div>
4.	<div></div>	<div></div>
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6.	<div></div>	<div></div>
7.	<div></div>	<div></div>
8.	<div></div>	<div></div>
9.	<div></div>	<div></div>
10.	<div></div>	<div></div>

Your autobiography should include the following details:

1. When and where were you born?
2. What is your earliest childhood memory.
3. What was it like for you when you were a child?
4. Describe each member of your family and write about how you feel about each one.
5. Describe your closest friends and write about how you feel about each one.
6. Describe when you feel like your life first started to “go wrong”.
7. Describe the events that brought you to New Haven.
 - » What was the journey like for you personally?
 - » How do you think it affected those around you? (Family and friends)
 - » How do you feel about what happened?
8. Write about:
 - » **Emotional struggles** - How are emotions handled at home? Do you feel like it is acceptable to express emotion at home or is your home too emotional about issues? Talk about how these have affected you.
 - » **Family Dynamics** - Talk about how you get along with your family members. Describe your family system from your perspective.
 - » **Drugs/alcohol and/or Self-Harm** - Have you ever used drugs or alcohol? Have you intentionally injured yourself? How has this affected you?
 - » **Legal** - Have you ever been in trouble with the police or broken the law and not been caught? What was that experience like for you?
 - » **Physical problems** - Do you have asthma, long term pain, diabetes, any long-term physical conditions that you struggle with? Write about how they have affected your life.
 - » **Eating disorder behaviors** - Talk about if you struggle with liking your body, binge eating, etc.
 - » **Honesty issues** - Do you find it hard to be honest? Talk about how this has affected you, your friends, and family.
9. Write about your strengths:
 - » What do you do really well?
 - » What do you love to do?
10. List the two most important people in your life. Why did you chose these two people?
11. Describe what your hopes are for your future.
12. After you have finished, share your autobiography with your Therapist.

Your autobiography should include the following details:

1. When and where were you born?
2. Describe the family you grew up in (family of origin).
3. What was it like for you when you were a child?
4. Describe each member of your immediate family.
5. Write about your family traditions or rituals.
6. Write about at least two of the suggestions below:
 - » Share a personal story from your life where you felt a lot of fear and how you got through it.
 - » Share an experience from your life where you made a mistake and had to work to make things right again.
 - » Share an experience from your life where you had to do something really hard and didn't think you were capable. How were you able to get through the situation?
 - » Write a list of 5 things that you wish you had known when you were a teenager.
 - » What are the most important lessons you learned from your own parents while growing up?
 - » What are some of the most important lessons you have learned in your life.
7. Describe your close friends and write about how you feel about each one.
8. Describe the time when you feel like your daughter's world first start to go awry.
9. Describe the events that brought your family to New Haven. Please talk about your feelings regarding these events.
10. Write about your strengths:
 - » What do you do really well?
 - » What do you love to do?
11. Describe your hopes for your future.
12. Describe the hopes you have for your daughter's future.

After you have finished, please share your autobiography with your Therapist and daughter in family therapy.

WHAT IS EMOTIONAL SAFETY?

Emotional Safety is a relational atmosphere. When emotional safety is present in a relationship, ideas and feelings can be expressed with confidence. Those in the relationship feel physically safe, emotionally supported, and secure. When feedback or challenging is needed, it is done with honesty and respect. Emotional safety means having a level of predictability and consistency in emotions and behaviors, including clear boundaries and expectations. Continued emotional safety requires that repairing occurs when the relationship is damaged. Indicators of emotional safety include: vulnerability, disclosure, honest feedback, absence or reduced defense mechanisms, and a feeling of connection.

WHAT DOES EMOTIONAL SAFETY HAVE TO DO WITH NEW HAVEN'S RELATIONAL APPROACH TO HEALING?

Creating emotional safety in relationships requires us to model for others the very thing we are hoping to receive from them; treating what they share as important and valuable, and providing them experience with us consistently doing what we can to support them. Our ability and willingness to look at ourselves in our relationships with others is a starting point in facilitating needed emotional safety in order to address behaviors, understand beliefs, and help facilitate healing.

HOW DOES EMOTIONAL SAFETY EFFECT LASTING CHANGE?

- » **Love:** Foundation of change - Love promotes long lasting change; fear promotes short lived behavioral changes. Emotional safety creates space for love to be felt.
- » **Connection:** Healing often occurs through healthy connections with others and with things larger than ourselves.
- » **Family:** The most meaningful and influential relationships in facilitating healing is the family. Emotional safety is a prerequisite for love, trust, vulnerability, authenticity and connection in the family.
- » **Positive Values:** One needs to explore and reconnect to positive values to rise beyond problem behaviors. Consistently aligning actions with positive values promotes emotional safety.
- » **Internal Locus of Control:** Consistently regulating one's own self contributes to the emotional safety others experience with me.
- » **Selflessness:** Selflessness is the byproduct of successfully living by internal control and positive values. It leads to greater levels of self-respect, emotional stability, and relational confidence.

Assignments

Do the following during a family therapy session:

1. Have each family member complete the Emotional Safety Rating Scale. Rate yourself on each question. As a family, discuss each individual's contribution to emotional safety and develop individual and family goals for improving emotional safety.
2. Discuss how voice tone, attitude and language can influence emotional safety.
3. Describe reflective listening. What does this look like in your family?
4. Together as a family identify and describe at least one family pattern that results in one or more family members experiencing a lack of emotional safety. Discuss this with your therapist.
5. As a family, identify warning signs of an emotionally unsafe situation. Discuss action plans for what to do when warning signs are noticed.
6. Practice listening to and acknowledging feedback from other family members without defensiveness, anger or arguments.
7. **Parents Only:** Discuss with your spouse, or another adult you are close to, the issue of control in relationships. Discuss appropriate vs. inappropriate control with children. Where are the proper boundaries between a parent's right to control and a child's right to self-control? When is control emotionally unsafe and developmentally detrimental?

Emotional Safety Rating Scale

How effective are you at creating an atmosphere of emotional safety? Consider how you “show-up” in your relationships in the following areas: your Communication, your expression of Emotion, your Tolerance, your Closeness, and your use of Power & Control.

Read the statements below and then rate yourself according to the following scale:

1. Never Me 2. Rarely Me 3. Sometimes Me 4. Often Me 5. Always Me

<i>Communication</i>	<i>Circle 1–5</i>
I speak with kindness, consideration, and sensitivity.	1 2 3 4 5
I listen attentively and sincerely, allowing others to speak without rejecting or interrupting.	1 2 3 4 5
I give feedback and advice and ask questions in the spirit of love and caring without judging and condemning the individual.	1 2 3 4 5
Honesty and truthfulness prevail in my relationships.	1 2 3 4 5

<i>Emotions</i>	<i>Circle 1–5</i>
I am responsible and accountable for my own feelings and actions.	1 2 3 4 5
I recognize and validate the feelings of others without judgment.	1 2 3 4 5
I do not use feelings to punish, harass, coerce, manipulate, intimidate, or control others.	1 2 3 4 5
I am able and willing to be vulnerable in relationships when appropriate.	1 2 3 4 5

<i>Tolerance</i>	<i>Circle 1–5</i>
I am able to recognize differences and conflicts in my relationships and seek understanding, accommodation, and cooperation.	1 2 3 4 5
I acknowledge and respect the uniqueness of other individuals.	1 2 3 4 5
I do not attempt to dominate others as a means of handling differences.	1 2 3 4 5
I realize that my knowledge, experience, and abilities are limited, and pursue learning and growth in my interaction with others.	1 2 3 4 5

<i>Closeness</i>	<i>Circle 1–5</i>
I freely and easily communicate closeness and connection in meaningful relationships.	1 2 3 4 5
I am aware of the importance of healthy boundaries and implement them in my relationships.	1 2 3 4 5
I allow others to support me when appropriate.	1 2 3 4 5
I am supportive of others and do not use antagonistic coalitions or scapegoating.	1 2 3 4 5

<i>Power & Control</i>	<i>Circle 1–5</i>
I am responsible for myself to the degree that is appropriate.	1 2 3 4 5
I allow influence from others to the degree that is appropriate.	1 2 3 4 5
I do not use my power for manipulative purposes, or to dominate others in a demeaning way.	1 2 3 4 5
I allow others to make their own decisions to the extent that is appropriate and that fits the circumstances.	1 2 3 4 5

What is your total score? _____

Safety Score: 0-29 Hostile / 30-49 Poor / 50-69 Moderate / 70-81 Good / 82-100 Excellent

Ego Defense Mechanisms and Thinking Errors 2.7

Ego Defense Mechanisms

Defense mechanisms are patterns of thinking that we engage in to provide ourselves psychological protection. Healthy defense mechanisms help us cope with trauma, stress, and adversity. However, if we use defense mechanisms to avoid feelings that must be fully experienced, to avoid unpleasant truth and reality, or to avoid difficult work, responsibility or accountability, then this process is unhealthy. We will be more successful in our lives as we understand how we use these unhealthy defenses and learn to recognize them in ourselves.

DENIAL:

We protect ourselves from some unpleasant reality by simply refusing to face or accept it.

Example: It is obvious that an alcohol addiction is creating serious problems in my life, but I deny it because I don't want to give up the perceived benefits that I get from drinking.

REPRESSION:

This is essentially forgetting, but the information is not disposed of permanently; rather, the information is tucked away into the subconscious and has the potential to resurface at any moment. The forgetting is used as a defense as it protects the individual from consciously dealing with painful circumstances and events.

Example: I experienced a traumatic event in my childhood which I was unprepared to cope with at the time, so I repressed the memory to protect myself. Even though I am older now, and can adequately cope with this I keep it repressed to avoid facing it.

SUPPRESSION:

This is a conscious process in which we choose to immediately suppress a thought or feeling in order to avoid it.

Example: I have some legitimate angry feelings toward my brother that should be expressed but every time I feel the anger I suppress it in order to avoid a confrontation.

RATIONALIZATION:

We try to convince ourselves and others with reasonable-sounding arguments that an unacceptable thought, attitude, behavior, etc., is acceptable. By so doing we avoid responsibility and accountability.

Example: A parent yells at his child and avoids feelings of guilt and wrongdoing by convincing himself that it is for the child's own good.

PROJECTION:

We deny and avoid accountability for our own undesired feelings and inappropriate behaviors by attributing them to someone else.

Example: An angry husband accuses his wife of hostility towards him when the truth is that he is the one feeling hostility towards her.

DISPLACEMENT:

Discharging pent up feelings onto less threatening objects.

Example: A teen girl's anger at her boyfriend, which she is afraid to express to him, may be displaced later in an angry outburst towards her little brother.

REGRESSION:

The method of reverting back to a behavior that was comforting, enjoyable or protective in youth but was less functional and adaptive than more mature behaviors currently available to the individual. Often, the experience of significant stress can cause one to revert back to more childish coping strategies rather than face the more difficult task of responsible problem solving.

Example: A teen girl in distress may resort to sucking her thumb to self soothe.

INTELLECTUALIZATION:

The use of a strictly cognitive approach to life's experiences without the accompanying emotions which may be perceived as threatening, unpleasant, weak, etc.

Example: An individual who, when told that she has a life threatening disease, focuses exclusively on the statistical percentages of recovery and is unable to cope with her fears and sadness.

IDENTIFICATION:

Increasing one's feeling of worth by identifying one's self with a person, group, or institution perceived as desirable. We lose our own identity in the process, and fuse our identity with the other person or entity.

Example: A teen boy, feeling like he doesn't belong anywhere and unsure of his worth and identity, joins a gang. The gang accepts him and gives him a sense of power, meaning and belonging, but requires him to abide by a code of behavior that diminishes his freedom and safety.

COMPENSATION:

A form of denial in which one covers up weakness and avoids change and accountability by emphasizing only desirable traits or making up for frustrations in one area by over-gratification in another area.

Example: A student struggles with interest, motivation and aptitude in academics but is a good athlete and so focuses an inordinate amount of time and effort on sports and thereby neglects academic work.

ACTING OUT:

Reducing anxiety aroused by forbidden desires by permitting oneself to act them out. Acting out allows one to be impulsive, irresponsible and out of control. Rather than find healthy, constructive and socially acceptable means to channel frustration and aggressive feelings one acts out by "going off" and abusing oneself and/or other people and property.

Example: A girl is betrayed by a close friend. She acts out by cutting herself to express the emotional pain that she feels. A boy is told by his father that he can no longer see a certain friend. He acts out his anger and sadness by kicking a hole in the wall.

Thinking Errors

Thinking errors are patterns of thinking which are twisted, distorted and erroneous. They are a lot like ego defenses in that they often have as their root an attempt to avoid or escape unwanted or unpleasant feelings, effort, responsibility or accountability for past behaviors. Sometimes thinking errors are simply the result of inexperience, disturbed development, or lack of wisdom and maturity. As with unhealthy ego defense mechanisms, it is important to recognize and eliminate thinking errors in order to have good relationships and good personal functioning.

BLAMING:

A rationalization in which something or someone else is made to appear responsible for your behavior or problem.

Example: I deny responsibility for my anger problem and avoid responsibility for getting it under control by saying to myself, "It's not my fault. Everyone in my family is rude and inconsiderate to me. How else can I act?"

REDEFINING:

This is shifting the focus off an issue to avoid solving a problem or being accountable.

Example: A parent confronts a daughter about her failure to take responsibility for completing daily chores. Rather than admitting that this is indeed a problem, discussing a solution and committing to change, the daughter shifts the focus to complain that she has too much to do, doesn't have time for everything she wants to do, etc. By shifting the focus to her frustration with time she avoids dealing with her failure on the chores.

SUPER-OPTIMISM:

Believing that things are a certain way or will be a certain way, just because you believe they will be. This permits you to function according to what you want rather than according to the facts of the situation. This is a form of both denial and fantasy, sometimes called “magical thinking”. Super-optimism allows us to go ahead with things without adequately considering risk, consequences, need for planning and preparation and necessary work and sacrifice.

Example: I believe that I can run my own business and assume that I can figure things out as I go along. I rush headlong into it without checking out the market for my product, looking at competition, projecting costs, etc.

ASSUMING:

Believing that you know what others feel, think or act without checking out the facts, and then guiding your actions by these beliefs as if they were true. Assuming is used as an excuse not to talk with others, to act rashly or passively because you “know” what the other person is going to do or how they are going to react.

Example: A teen does not invite one of her friends out on a group activity, assuming that the friend would not be interested because she was with her boyfriend all day and never spoke to her once.

I'M UNIQUE:

This is a belief that you are unique and so special that the rules for others do not apply to you. It allows you to shut others out and say you do not need any help. It allows you to say that no one can understand you and that no one can tell you what to do.

Example: It won't happen to me.

1.	<div></div>	<div></div>
2.	<div></div>	<div></div>
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9.	<div></div>	<div></div>
10.	<div></div>	<div></div>

Family Strengths List and Definitions

2.9

1.	<hr/>	<hr/> <hr/>
2.	<hr/>	<hr/> <hr/>
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4.	<hr/>	<hr/> <hr/>
5.	<hr/>	<hr/> <hr/>
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10.	<hr/>	<hr/> <hr/>

LEARNING HOW TO EXCHANGE LOVE

Individuals like to give and receive love, however usually they do this in their own unique way. When two people have a relationship they express love in unique ways, and sometimes these emotional expressions get misread. Learning to express love in a way that other family members can understand is an important part of the emotional health of your family.

Each individual has an emotional bank account. We make emotional deposits in others accounts by expressing love in the way that makes sense to those we care about. We occasionally have to make withdrawals by giving constructive feedback or following through with consequences.

Gary Chapman, Ph.D. identified five primary love languages. Giving love in a variety of ways is helpful; however, when we speak each other's primary love language, it will touch more deeply and will more rapidly fill the emotional bank account. If we ignore each other's primary love language, using the other four forms of currency is not likely to fill the emotional bank account.

According to Gary Chapman Ph.D. there are five primary love languages:

Words of Affirmation. This means giving sincere and specific words of praise. If you are not able to praise results you should praise efforts. This also means expressing words of affection (saying I love you, I enjoy being with you, good job, or I believe in you).

Physical Touch. This means hugging, cuddling, kissing, back rubs, pats on the back, arm wrestling, etc. There are many different kinds of touch. With teenagers it is important to find the appropriate time to touch. Inappropriate physical touch includes anything that is physically or sexually abusive.

Quality Time. This does not refer to proximity, but rather to togetherness. This means really listening and validating each other like, teaching instead of preaching and participating in quality activities. The most important thing is to focus on the person that you are spending quality time with and not try to do other things at the same time.

Acts of Service. As parents you probably feel that you give constant service to your children and you are probably right, but to show love through service you have to check your attitude. Making the child feel guilty for all that you do around the house is not going to help them feel loved. Manipulation is not showing love. "I will drive you to the mall if you clean your room," is not giving an act of service. Some acts of service may include teaching someone how to do something they don't know how to do. Teaching your daughter to do laundry before she goes to college is an act of service.

Gifts. Gifts are visible, tangible evidence of emotional love. Again, a true gift is not used to manipulate someone into doing something you would like him or her to do. Remember the purpose of the gift is to express emotional love. Gifts may also include things of little monetary value but things that are treasured for what they mean to the family. Gifts should never be given to take the place of true love. (This kind of gift giving is done by busy or absentee parents who are trying to make up for their deficits as parents by giving gifts.)

Each of you list your 5 love languages in order from how you most like to receive love to how you least like to receive love (#1 being your primary love language). Also list the ways you tend to express love to other members of your family.

NAME: _____

How do you like to receive love?

6. _____

7. _____

8. _____

9. _____

10. _____

How do you like to express love?

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

How do you like to receive love?

6. _____

7. _____

8. _____

9. _____

10. _____

How do you like to express love?

1. _____

2. _____

3. _____

4. _____

5. _____

NAME: _____

How do you like to receive love?

6. _____

7. _____

8. _____

9. _____

10. _____

How do you like to express love?

1. _____

2. _____

3. _____

4. _____

5. _____

Roles influence how we interact with each other in the family system. At times, roles function to create and maintain a homeostasis in the family. These roles may have a positive or negative influence on family members. Understanding what roles family members are taking on, the purpose these roles serve for the family/individual and how they help or hurt family relationships can provide clarity on current family dynamics. With your therapist, review the following questions then use them to guide the discussion on Family Roles:

Questions:

- » What is/are your role(s) in your family system?
- » What roles do you see other family members exhibiting?
- » How do you think these roles are working for your family?
- » What are some of the roles you wish your family members evidenced more often?
- » Is there a role that exists in your family that is not listed here? If so, how would you describe that role?

HERO — “good child”, might also be referred to as the “responsible child.” This person is a high achiever, carries the pride of the family, and over compensates in order to avoid the image and feeling of being inadequate. They have the skill of being a leader, being an organizer, being goal oriented, and being self disciplined. They might lack spontaneity, the ability to play, follow, and relax, and usually needs to be right.

RESCUER — takes care of others’ needs and emotions and problem-solves for others in the system; may have difficulty with conflict. This person take on the role of rescuer in the name of helping others, though often the true meaning is to take care of their own needs, such as relieving anxiety. They tend to live with a lot of guilt and are challenged with being able to focus on them self.

MEDIATOR — can be a rescuer type though also works at keeping the peace in the system. This person does the emotional work of the family to avoid conflict. They act as a buffer and do it in the name of helping others, although it may be for their own needs. This can be a healthy role depending upon how the person mediates: Do they trust others to work it out with a little guidance, or do they feel they need to direct each step along the way?

SCAPEGOAT — the “identified patient”, meaning the person that other family members feel needs the most help (sometimes referred to as the Black Sheep of the family). Usually this is the family member who is in treatment. This person carries the family system’s symptoms. The strengths of this person might be: the willingness to be close to their own feelings, have a greater level of honesty, and at times a sense of humor. However, there may also be an inappropriate expression of feelings, and social and emotional problems.

SWITCHBOARD — this role tends to be the central information person in the family system and keeps track of what’s going on in the system by being aware of who’s doing what and when. This person has strength in being the central person to go to and understands how the family system is doing. However, they tend to focus on everyone else’s business and in others’ issues rather than their own. They might also be viewed by family members as “interfering” or “controlling”, even though much of what they do keeps the system functioning.

POWER BROKER — this person works at maintaining a hierarchy in the family with them self at the top of the structure. Their safety and security depends upon feeling in control of the environment around them so they can feel a pseudo (false) sense of safety within them self. Depth charges may be common with this role, as a means of maintaining control of the system.

LOST CHILD — this is the subservient good child, obedient, passive and hidden in the trauma. The payoff for this role is that they avoid being a problem. They do not take the time or energy that other children (i.e., Scapegoat) do. They have the ability to be flexible and easy going. However, they usually lack direction, are fearful of making decisions, and follow without questioning.

CLOWN — uses humor to offset the conflict of the family and to create a sense that things are okay. This person has a talent to readily lighten the moment yet they hide their genuine personality.

VORTEX — this person is like a power broker. The system revolves around this person. Some power brokers act it out (i.e., scapegoat, etc.) whereas others work at keeping a structure in place which they are in control of.

CHEERLEADER — this person provides support and encouragement to others. There is usually a balance in taking care of their own needs while providing a positive influence on others around them.

NURTURER — this person provides emotional support, creates safety, is available to others, and can be a Mediator. They focus on meeting emotional needs, usually in a balanced manner.

THINKER — this person may provide the objective, reasoning focus. Their strength is being able to see situations in a logical, objective manner, though they may be seen as being too analytical. Their ability to connect emotionally with others might be a challenge.

TRUTH-TELLER — this person reflects the system as it is. At times the challenge is how that information is relayed. Family members may be offended by and/or avoid the truth teller because of their ability to see through the masks. Strength occurs when this person is coupled with another positive role player such as a nurturer, cheerleader, etc.

APPLICANT NAME: _____

PEER NAME: _____

INSTRUCTIONS

As a member of your community you are expected to offer honest feedback to your peers as part of their Phase Advancement process. Below is a brief description of the characteristics a student on this phase should have. Please read the description carefully and provide both positive and constructive feedback you may have regarding their desired Phase Advancement. Then circle the phase you feel your peer best represents. Once complete, return your form to the designated Treatment Team Box or to a staff member if one is not available. Then notify the applicant you have completed your form.

PHASE DESCRIPTION

On Exploration Phase of Healing the student is still externally motivated while she and her family begin to explore and rediscover their values. They learn and establish an attitude of openness to new information about themselves, specifically self-defeating behaviors. She is becoming open to learn in therapy and school, and is compliant with expectations. Family members are learning to give feedback in respectful ways and receive it non-defensively, as well as identify and acknowledge treatment issues.

Please check the box for each of the Exploration Phase characteristics you feel the student is consistently following:

- ☐ Willing to follow the rules when staff asks her to be compliant
- ☐ Willing to do chores
- ☐ Willing to take meds without complaint
- ☐ Willing to be open in therapy groups
- ☐ Willing to attend and learn in school
- ☐ Willing to be safe
- ☐ Willing to identify and begin to take responsibility for her treatment issues
- ☐ Willing to give feedback respectfully and accept it non-defensively
- ☐ Willing to be honest and start to step out of her comfort zone

Please write your feedback in the space below and provide examples specific to your feedback:

What Phase of Healing do you feel this person best represents? (circle one)

Safety

Expectation

Exploration

Insight

Integrity

Interdependence

INSTRUCTIONS:

As a family, please take a moment to read the phase definition below and discuss your preparedness for advancement. If your family feels it has met the phase characteristics outlined below and has completed all phase and academic requirements you may apply for phase advancement. To apply, complete all four sections of the Family Phase Application then submit the application along with your Family Healing Program Binder and all corresponding phase work to Treatment Team for consideration. Please note, **sections I-IV of the application must be complete prior to submission** or the application will not be considered and will be returned to you. Also, completion of phase work and application is not a guarantee of advancement.

On Exploration Phase of Healing the student is still externally motivated while she and her family begin to explore and rediscover their values. They learn and establish an attitude of openness to new information about themselves, specifically self-defeating behaviors. She is becoming open to learn in therapy and school, and is compliant with expectations. Family members are learning to give feedback in respectful ways and receive it non-defensively, as well as identify and acknowledge treatment issues.

I. Application Checklist: All 6 items must be complete for your application to be reviewed.

» All Student Assignments are complete	Yes	No
» All Parent Assignments are complete	Yes	No
» All Family Assignments are complete	Yes	No
» All Transition Assignments are complete	Yes	No
» All Academic Requirements have been met	Yes	No
» All Peer Feedback Forms have been submitted	Yes	No

II. Parent Section: Each parent (if applicable) take a few moments to reflect on your individual progress as well as your daughter's progress. Write down any thoughts and or feedback you may have in regards to the phase advancement. Return (email, fax...) to your therapist once complete.

Parent Name: _____

Comments on individual progress:

Comments on daughter's progress:

Parent Name: _____

Comments on individual progress:

Comments on daughter's progress:

III. Daughter Section: Take a few moments to reflect on your individual progress as well as each parent. Write down any thoughts and or feedback you may have in regards to the phase advancement.

Comments on individual progress:

Parent Name: _____

Comments on parent's progress:

Parent Name: _____

Comments on parent's progress:

IV. Relational Coach Section: Take a few moments to reflect on the student's progress. Write down any thoughts and or feedback you may have in regards to her phase advancement. Please be honest with your feedback!

Comments on the student's progress:



Working with New Haven Horses

GUIDELINES CONTRACT

1. At New Haven, we encourage everyone to learn about and interact with horses. However, everyone must follow some basic guidelines. Before a student can do anything with a horse, they must read and sign this sheet.
2. No one can take the horses out during the dark or dusk hours of the day.
3. No one can jump horses from the ground or on horseback except when the Animal Manager is present.
4. No one can ride or groom horses during bad weather. This includes heavy rain, thunder and lightning, hail, wind storms, and heavy snow.
5. No one may ride the horses when the ground is frozen or when there are puddles in the arena.
6. Any student, who works with a horse, other than during a group activity, must sign the Horse Sign-Up Sheet inside the tack room.
7. When a student is finished with the horse, she must put ALL of her equipment away.
8. No one may bathe a horse unless the temperature is 70 degrees or higher for at least four hours during the day.
9. The person who got the horse out is responsible to put the horse away. The only exception is during a group activity when everyone is responsible to help put the horses away.
10. The person who gets equipment out is responsible for putting ALL the equipment away properly. The only exception is during a group activity when everyone is responsible to help put ALL the equipment away.
11. No one may ride without the Animal Manager present without a Horse Riding Contract completed and signed by the Animal Manager.
12. In order to ride or work with a horse, the student must have at least one hour of free, staff approved, time and be accompanied by a staff.
13. All students who ride must wear a helmet the ENTIRE time they are on a horse.
14. All students who ride during free time must ride in the arena with a saddle and bridle.
15. BE SAFE!

I have read these guidelines. I understand them and agree to abide by them.

Signed: _____ Date: _____

Animal Manager: _____ Date: _____

Insight

Phase 3: Introduction to the Insight Phase



During Insight Phase, internal motivation is more evident. The student and her family are able to verbalize personal insights into what they do and why they do it. The student and her family display a willingness to be open and honest, and are working to restore trust. Their relationships with others become key in learning about self.

Student Assignments	Date	Signature
1. Earn two beads assigned from your Therapist, and one of your choice; for a total of three beads.	_____ DATE	_____ THERAPIST
2. Write in a gratitude journal for at least 14 days (doesn't need to be consecutive). Check in with your Relational Coach throughout the experience.	_____ DATE	_____ RELATIONAL COACH
3. With the help of your Relational Coach, find a quote that is meaningful to you in relation to Insight. Share what it means to you in a Community Meeting or General Group.	_____ DATE	_____ RELATIONAL COACH
4. Create a visual representation of your past, present, and future. Discuss it with your Recreation Therapist.	_____ DATE	_____ RECREATION THERAPIST
5. Discuss the Three Levels of Communication (3.1) with your therapist. Explore core issue and core meaning, and begin to identify and understand how they impact your relationships.	_____ DATE	_____ THERAPIST
6. Show that you accept and apply feedback appropriately.	_____ DATE	_____ TREATMENT TEAM
7. Show that you demonstrate personal insight in daily living.	_____ DATE	_____ TREATMENT TEAM
8. Complete the Academic Requirements outlined for Insight Phase.	_____ DATE	_____ ACADEMIC ADVISOR

9. Meet with Treatment Team in person to review your progress in the Family Healing Program.

DATE

THERAPIST

10. Continue to take part in all Outcomes Assessment testing.

DATE

THERAPIST

11. Once your Family Healing Requirements are complete, schedule a time to meet with the Clinical Director to present and discuss your completed work.

DATE

CLINICAL DIRECTOR

12. Demonstrate through Peer Feedback (3.6) that the majority of your peers feel that you exemplify the qualities of Insight Phase.

DATE

TREATMENT TEAM

Parent Assignments

Date

Signature

13. Read the book Scream Free Parenting and discuss with your therapist how you can apply these principles to your parenting style.

DATE

THERAPIST

14. Discuss the Three Levels of Communication (3.1) with your therapist. Explore core issue and core meaning, and begin to identify and understand how they impact your relationships.

DATE

THERAPIST

15. Complete the Three Levels of Communication, Parent Bead (3.2).

DATE

THERAPIST

16. Demonstrate an understanding and application of the principles of communication.

DATE

THERAPIST

17. Continue to take part in all Outcomes Assessment testing.

DATE

THERAPIST

18. Continue being actively involved in your daughter's education, including the following:

- a. Access the school portal one time per week to review your child's academic needs, grades, and etc.
- b. Contact the academic advisor at least one time per month to discuss any issues or concerns.

DATE

ACADEMIC ADVISOR

Family Assignments

Date

Signature

19. Each family member can show that they are in the habit of accepting feedback and participating maturely in family therapy.

DATE

THERAPIST

20. In family therapy discuss the Three Levels of Communication (3.1). Begin to identify how content, emotion and core patterns contribute to your family dynamics.

DATE

THERAPIST

21. Demonstrate your ability as a family to listen reflectively to each other during family therapy.

DATE

THERAPIST

22. As a family explore and identify your healthy support systems at home.

DATE

THERAPIST

23. Work with your Academic Advisor to structure homework for upcoming home visits.

DATE

ACADEMIC ADVISOR

24. In family therapy, discuss your family's Outcomes Assessment results.

DATE

THERAPIST

25. Once your family is ready to apply for phase advancement, complete the Family Phase Application (3.7) using the guidelines provided in the application.

DATE

THERAPIST





Academic Requirements

Insight Phase

ACHIEVE

- Maintain a C average or above in all classes.
- Complete assignments when prompted and some independently.

SIGNATURE

DATE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ALL TEACHERS

ADVOCATE

- Voice your needs appropriately.
- Apply your advocacy plan.

_____	_____
ACADEMIC ADVISOR	
_____	_____
TEACHER	

ENGAGE

- Attend class at least 90% of the time.
- Be on time to class at least 85% of the time.
- Be on task and participating in class at least 85% of the time.
- Remain in class at least 85% of the time.
- Follow classroom expectations without prompting.

_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____

ALL TEACHERS

PLAN

- Use your planner at least 75% of the time.
- Explore different study skills.
- Ask for work with minimal prompting from teachers.

_____	_____
ACADEMIC ADVISOR	

RESPECT

- Be respectful and take accountability for any disrespect.

SIGNATURE

DATE

_____	_____
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ALL TEACHERS

RESILIENCY

- Use available supports to identify academic difficulties.
- Use identified coping skills at school with prompting.

_____	_____
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ACADEMIC ADVISOR

LEADERSHIP

- Enhance trust and respect in relationships.
- Practice appropriate conversation skills.

_____	_____
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ACADEMIC ADVISOR



Three Levels of Communication

3.1

CREATING HEALING IN THE FAMILY SYSTEM

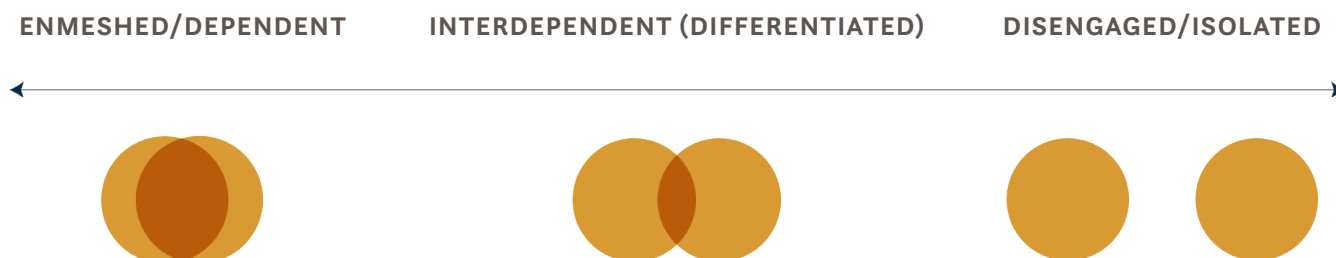
Families seeking residential care have experienced some type of prolonged stress, heightened anxiety and significant crises. These events create distress in the lives of family members, as well as profound discord, dissension and disengagement in the family system. Resulting emotional reactions often include feelings of hopelessness, helplessness, fear, anger and despair. Individuals and families become hyper-sensitive to, and acutely aware of, present and future interactions, with the goal of protecting oneself from further distress. Trauma has often been experienced and a trauma reaction may have formed. Individuals and families become focused on anxious attempts to avoid reliving this trauma and/or frantic efforts to defend against and control the potential for future trauma, instead of meaningful, here-and-now oriented functioning. These frantic efforts often result in family members either becoming enmeshed with the crisis and/or the crisis person, or disengaged from the crisis and/or the crisis person.

When someone becomes enmeshed, their lives are driven by reactivity to those with whom they are enmeshed. They become dependent and struggle with maintaining autonomy in stressful circumstances. They become consumed by the toxic relationship, often resulting in some loss of ability to attend to other important responsibilities (including their own needs).

On the other side of this spectrum, a disengaged person has isolated themselves from the crisis person or the family system dysfunction to the point of emotional and sometimes physical absence in the relationship. They become consumed in work or service duties, distract themselves with hobbies or other relationships, or otherwise isolate themselves. Where the Enmeshed person loses the ability to act intentionally in the relationship due to loss of autonomy, anxious attachment and frantic over-involvement, the disengaged individual loses influence due to their lack of involvement.

Both enmeshment and disengagement contribute to break-downs in the family system, loss of healthy influence and individual/familial dysfunction. Efforts to respond to the crisis feel futile. Many families describe this experience as an emotional rollercoaster that wreaks havoc on the family and in their personal lives.

The process of removing oneself or the family from this state of crisis reactivity requires the creation of appropriate space and boundaries in the family relationships. New Haven refers to this healthy middle point on the continuum between enmeshment and disengagement as Interdependence. When a family achieves Interdependence they value independence, growth, accountability and responsibility. Individual family members are driven by an internal locus of control and feel a sense of self-confidence and esteem. The family understands that it is healthy to provide and receive appropriate levels of guidance, support and structure. Family members are resilient to stress, remain flexible, and are purposeful in their relationships. A state of Interdependence is the ultimate goal New Haven encourages families to strive toward. Below is a model highlighting these relational dynamics:



One of the key ways in which family members can remove themselves from a crisis orientation into a differentiated, interdependent orientation is through the use of the Three Levels of Communication (also referred to as the Core Model).

New Haven has developed a model for understanding communication within family relationships. This model highlights the Three Levels of Communication a family engages to promote or undermine emotional safety in relationships. It also assists families in identifying core issues underlying a given issue and/or conflict. When a family understands their core issues that drive internal and external conflict, they can avoid power struggles and fear or anger-based communication. They are also better able to resolve issues and conflicts by focusing on the core of the matter.

THREE LEVELS OF COMMUNICATION

CORE ISSUE MODEL

Content: The words being said or actions being observed.

- » The Outer Level is information; the literal meaning of the words being said and/or the observed behaviors being displayed (what you would hear and see as an objective observer).
- » Content is where conflicts occur.
- » Depth charges occur here (hurtful, poignant relational attacks) and squirrels (chasing meaningless topics), serving the purpose of distracting from the real issue/s.
- » Content is rooted in the Emotions that are associated with the Core Issue, therefore Content standing alone generally does not appear logical or rational and is the least productive place of intervention.
- » Instinct will often get us stuck on Content Level via advice giving, lecturing or the use of logic and rational to “fix” the issue.

Emotion: What is the emotion or the feeling?

- » Family members recognize depth charges and squirrels and shift to focus on Emotion. (I feel...)
- » Understanding the Emotions being experienced encourages de-escalation, empathy and connection, emotional safety and trust.
- » You may have to explore the Emotions several times.
- » Emotions are driven by the Core Issue/s, and help you get closer to the root of the issues.

Core Issue: Negative (untrue) beliefs about self.

- » Core Issues drive our Emotions, which drive the Content of our lives.
- » Look for the theme that continues to arise throughout the course of the conversation.
- » Core issues are generally rooted in negative beliefs about ourselves (e.g. I Am worthless or unlovable)

Student Example

Content: “Why don’t you trust me?! You NEVER trust me! You’re ruining my life!”

Emotion: Unworthy, incapable, angry, hurt, scared, hopeless, frantic.

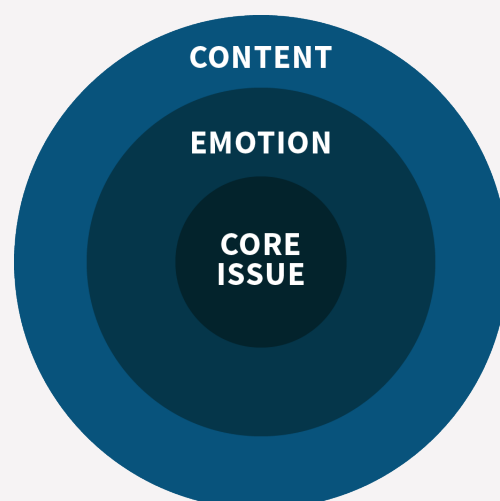
Core Issue: I am a screw-up – I am not worthy or loveable.

Parent Example

Content: “You WILL obey me and be home on time. I am sick of you ruining this family!”

Emotion: Frustrated, angry, hurt, scared, frantic.

Core Issue: I am a failure – I am a bad parent.



CORE MEANING MODEL

Core Meaning is another principle that is helpful in negating destructive, reactive interactions while encouraging healing and growth. Core Meaning is the realization of one's innate and limitless Value, Worth, Purpose and Aptitude. Simply, it is the positive/true beliefs one has about one's self. Core Meaning positively transforms the previously held Core Issue by converting one's negative beliefs about self into beliefs that are healthy, positive and proactive. Living from a Core Meaning perspective promotes a more optimistic view of self and the world around you.

A goal for each individual and family at New Haven is to seek to live from their personal and family Core Meanings. Interdependent family relationships are an effective and fulfilling avenue through which to strengthen Core Meaning.

Core Meaning: Positive (true) beliefs about self.

- » Family members are aware of Core Issues and intentional in working from the framework of Core Meanings. Family members understand, support, and appreciate each other's core meanings. Family members become effective and efficient at supporting one another toward positive change.

Emotion: What is the emotion or the feeling?

- » Due to increased affiliation with Core Meanings, emotional safety is achieved. In this state, a healthy range of Emotions can be felt and exhibited, such as: sadness, anger, and fear about appropriate issues, along with happiness, peace, and joy. This healthy and balanced freedom of emotional expression facilitates greater depth of communication, understanding, validation and connection.

Content: The words being said or actions being observed.

- » The Content level of communication focuses on "win-win" oriented, intentional communication founded upon Core Meaning. From this perspective, family members are able to understand and connect with each other's words and actions within the context of their Emotional experience and Core concerns, reflective listening, validation, and understanding are expressed.

Student Example

Content: "I would really like to go out tonight – what is your concern?" (Interdependent)

Emotion: : Empathy for parent concern, empowered, valued, in-control, responsible, validated.

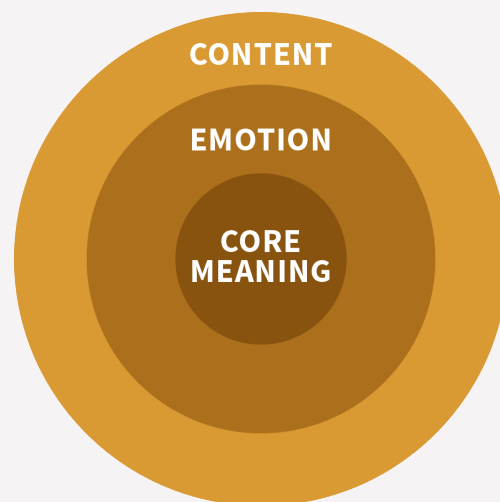
Core Meaning: I am capable, loved and respected.

Parent Example

Content: "Let's discuss you going out and curfew and figure out a viable plan". (Win-Win orientation)

Emotion: Empathy for child concern, empowered, valued, confident, safe, in-control, validated.

Core Meaning: I am competent, loved and respected.



Core Issue/Core Meaning Worksheet

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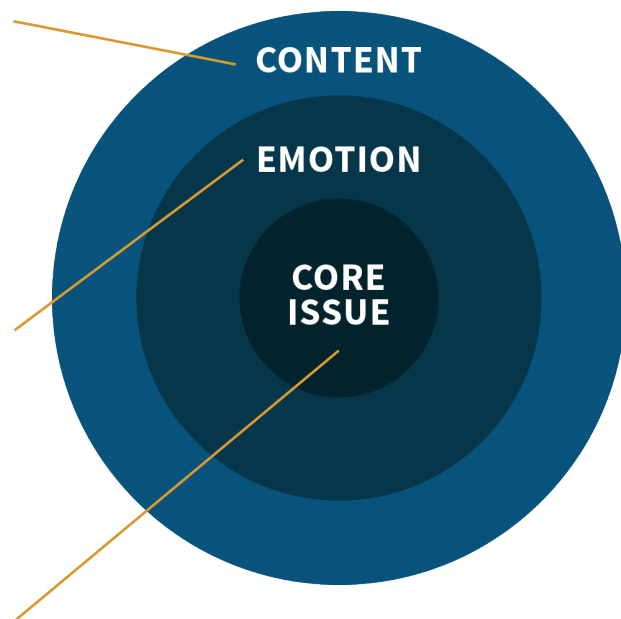
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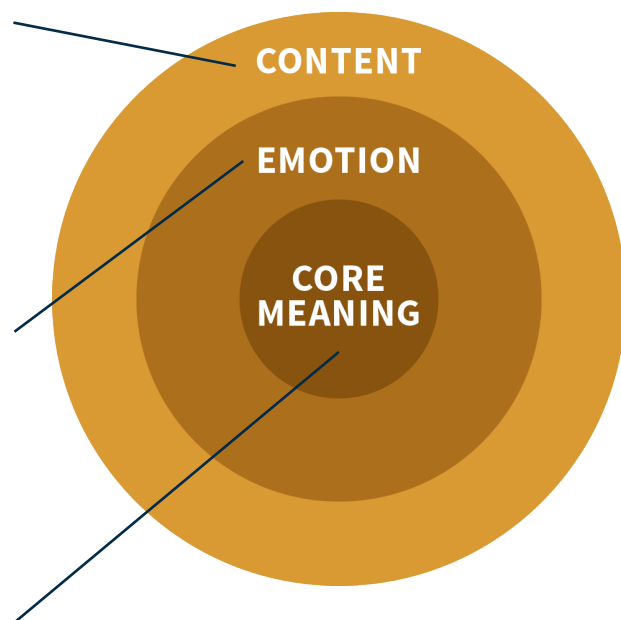
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CORE ISSUE — STUDENT

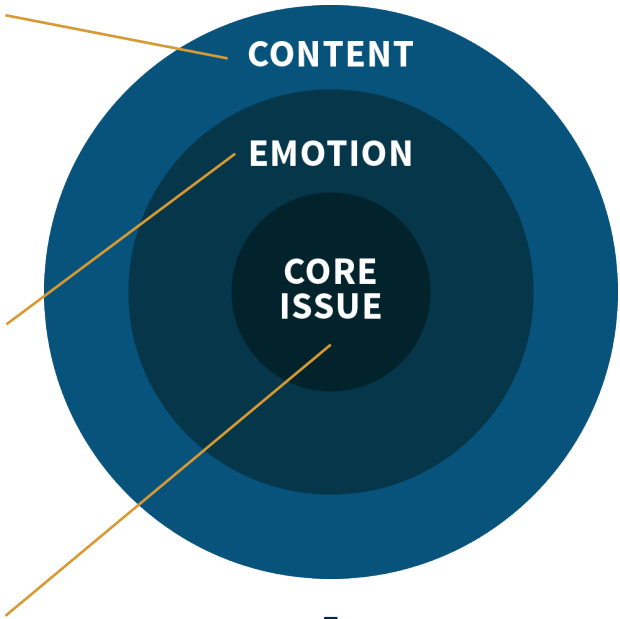


CORE MEANING — STUDENT

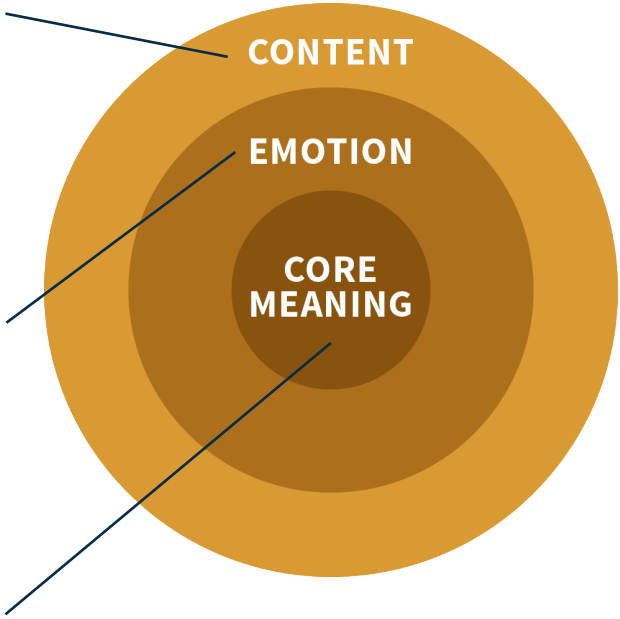


Core Issue/Core Meaning Worksheet

CORE ISSUE — PARENT

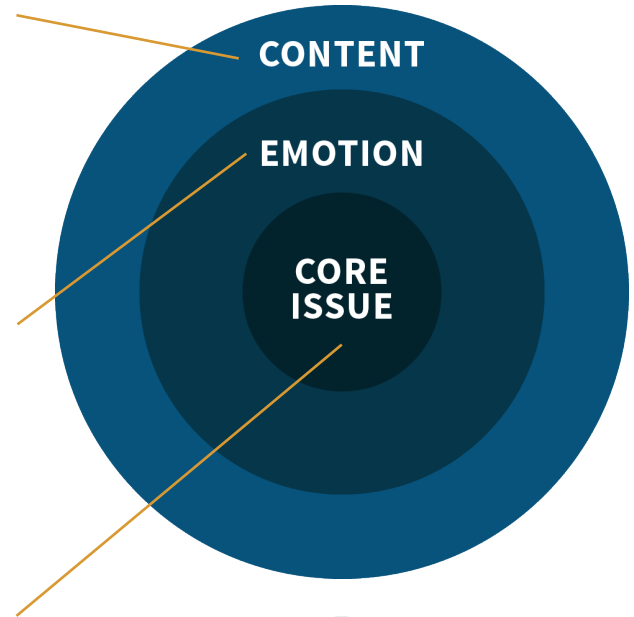


CORE MEANING — PARENT

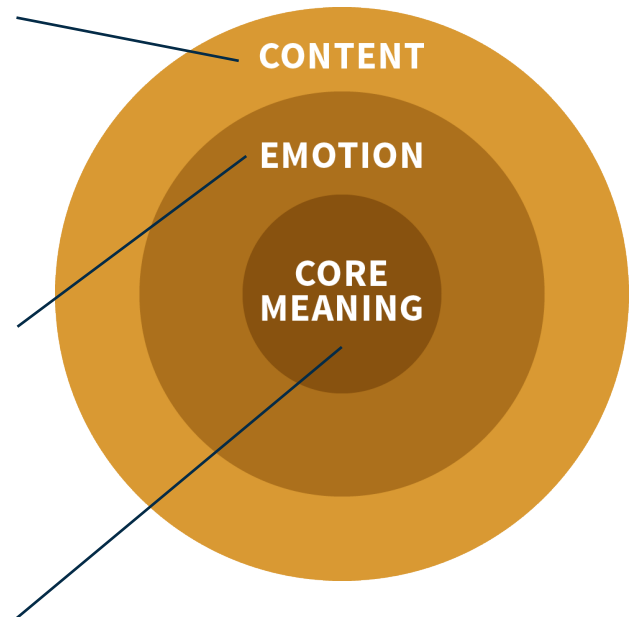


Core Issue/Core Meaning Worksheet

CORE ISSUE — PARENT



CORE MEANING — PARENT

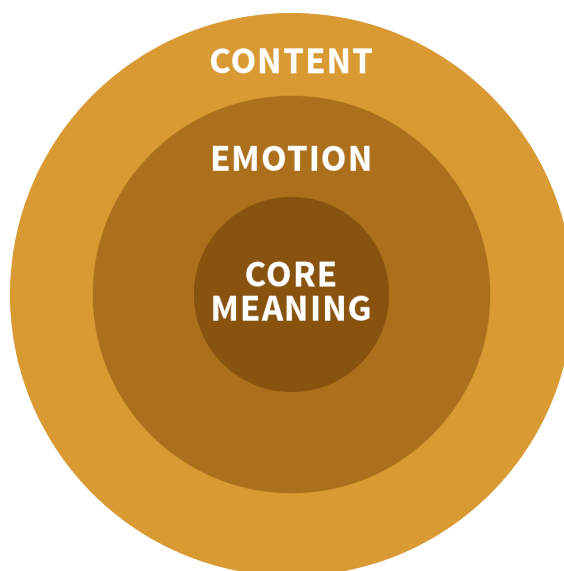
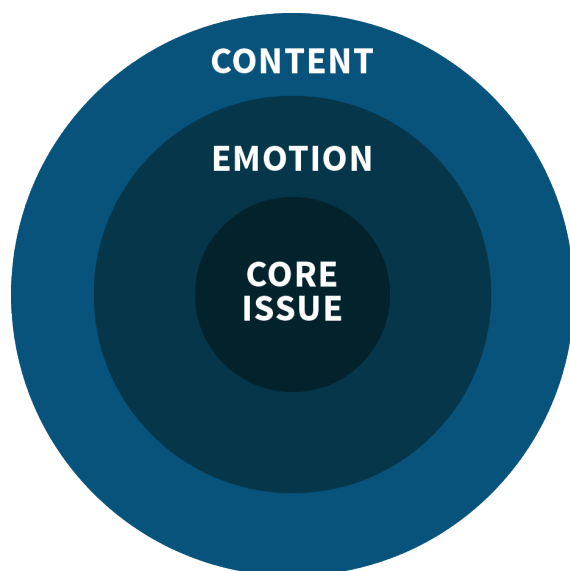


Three Levels of Communication

3.2

PARENT BEAD

1. Identify and discuss how power struggles, defensiveness vs. openness and emotional depth charges play out in your family system. Write down what you discovered and discuss with your therapist.
2. Identify the content that occurs within the parent system and explore the underlying emotions that drive the content level responses. Discuss with your therapist.
3. Explore how your core issues influence your interpretations, perceptions, self-image, emotions, and actions. Discuss with your therapist.
4. Identify the communication patterns between the members of your family. Look for the following:
 - a. Obstacles to effective communication
 - b. Repeat offenders (ie. Power plays, lose-lose scenarios, depth charges...)
 - c. Communication strengths
5. Identify 3 areas you want to work on improving in relation to your communication. Track your efforts with these 3 goals in a journal over a 3 week time period. At the end of the 3 weeks, discuss your progress with your therapist.
6. Explore what “reflective listening” means with your therapist. Practice using reflective listening in your conversations with your daughter and share with your therapist what you are experiencing as a result.
7. Create your own task to complete in relation to communication. Discuss your idea with your therapist and then complete the task. Share the outcome with your therapist after completion.



Relapse is a part of recovery and helps us understand how and why we need to continue progressing. When addressed effectively, relapse can be a great learning experience and open doors to greater understanding.

We've created this Relapse Prevention Plan to help your family remember how far you've come, how you did it, how to keep progressing, and how to get back on track when you slip.

STEP 1: HOW FAR WE HAVE COME?

In family therapy review the progress each family member has made (The more specific you are, the more concrete your plan will be).

- » What has changed in the way your family relates to one another?
- » How are roles and boundaries different? In what ways do family members feel different?
- » How does each person think he/she has changed? How that has helped the entire family?
- » Discuss what enabled each person to make the critical changes.
- » Identify and list your family's strengths.
- » While working together, choose a symbol that will remind everyone of how far you have come.

In healthy relationships, negotiation is a communication and conflict resolution skill that allows for each person to be heard and have his/her needs taken into account. Through negotiation, we will see issues from other points of view which enable us to work as a team towards agreed upon outcomes. Negotiation is a great tool for building trust, emotional safety and interdependence.

There are several things that need to be taken into account for negotiation to be successful. This module is designed to help you understand areas with which you, as a family, may struggle. Some skills that will be addressed you already may do naturally, some you may have learned recently in therapy and some will be entirely new. Each family has their own style of negotiating, but the principles of successful negotiation tend to be consistent.

TO HELP FACILITATE SUCCESSFUL NEGOTIATION:

1. Ask yourself what you are willing to sacrifice and put it “on the table”.
2. Make your own offer, do not offer for someone else or tell them what their offer should be.
3. Use responsible language in your offers, thoughts and feelings. Discuss with your therapist what “responsible language” means.
4. Explain how you see the situation and why you are having difficulties wanting to compromise.
5. Understand that negotiation is not deciding whose side is better or right, but coming to an agreement somewhere in the middle.

STUMBLING BLOCKS TO SUCCESSFUL NEGOTIATION:

Blocks to achieving successful negotiation include having a difficult time separating from intense emotions and not stepping outside of ourselves enough to understand and consider everyone’s point of view. Fear of being taken advantage of or giving up something that feels important to us may prevent us from being willing to compromise. Listed below are additional examples of stumbling blocks to successful negotiation. Explore these with your therapist, and identify which stumbling blocks your family uses that prevent successful negotiation:

Power Plays: Power plays tend to happen when we are feeling scared or vulnerable. We feel threatened and so our impulse is to want to control the situation or person. A power play is anything that is said or done that is used to create unequal ground, or to place someone in an inappropriate power position. Power plays are unhealthy because they destroy safety and trust.

Example: *I leave the room in the middle of a negotiation because I’m not getting what I want and refuse to come back. No one gets what they want and I have caused a feeling of helplessness for everyone involved. I’ve taken all the power for whether or not the negotiation will even take place.*

Power struggles: Power struggles are based on the need for someone to be right and someone to be wrong. You know that you are caught in a power struggle because the conversation tends to go in circles and escalates, with each person trying to prove their point. Issues become confusing and nothing real is being resolved. The power struggle ends when someone is able to assert his/her power enough that the other person is left with very few, if any, choices. Depth charges tend to dominate these kinds of conversations. When negotiating, one of the most effective ways to get out of a power struggle is to identify the content and begin talking on the second, or emotional level of communication.

Example: *All parties involved get into a blaming cycle where each person is deemed more right or wrong based on past mistakes.*

Lose/Lose or Win/Lose Orientations: We live in a very competitive society and we are often taught to win, and sometimes to win at all costs. When our discussions and connections are about “winning” or being “right”, we create distance, defensiveness and inequality in our interactions. Instead, we need to work together in a way that all parties feel comfortable with the outcome. Win/win needs to be the goal at the beginning of a negotiation. This may not always happen, but it can be the general feeling in a family that works at it. Win/ Win is more about process than content. People committed to Win/Win solutions communicate differently than those holding onto a Lose/Lose or Win/Lose mentality.

Example: *In a Win/Win orientation I want to make sure that everyone’s feelings are understood and everyone has an idea of how those feelings are going to be considered.*

Question: *How would the process of negotiation be different with a Win/Win focus as compared to Win/Lose and Lose/Lose?*

Manipulation: Manipulation undermines safe negotiation because it comes from a place of selfishness; other people’s feelings and needs are not being considered. Manipulation is an example of a Win/Lose situation (only the manipulator wins, the other party loses). Manipulation will also hurt trust in the relationship. Some common reasons for manipulation include: we only want it our way (selfishness), we don’t trust that someone else will meet us half way, we are testing limits and boundaries, we are ashamed of our actions, or we are engaged in addictive patterns and have a need to hide.

Example: *I offer part of the truth to seem trustworthy and withhold part so that I will get my way. I trick you into thinking that I am committed to being honest with you.*

CASE STUDIES

For each case study consider the following questions:

1. How do each of you view what is going on for the people in the case study?
2. Who do you identify with emotionally and why?
3. Is this a negotiable or non-negotiable issue for you as parents?
4. What options can each of you come up with that would take into account everyone's feelings and needs?
5. How would you approach the issue in order to negotiate?

Case Study #1:

It is a Wednesday night and Suzie wants to stay out until midnight with some friends that mom and dad have not met before. Usually curfew is at 10:00 pm on weekdays and midnight on weekends. Suzie promises that she will be safe and that these people are really cool. Mom and dad don't think she should go out at all and suggest that she watches some TV or read a book. Suzie gets mad and stomps off to her room screaming that no one understands and that mom and dad just don't want her to have any friends.

Case Study #2:

Suzie has met a new boy at school that she likes and wants to go out with him. He's asked her to the prom. He's a senior and she's a sophomore. Mom met him briefly at the mall the week before when she and Suzie were shopping. Mom and dad are worried about typical prom night activities, especially after the dance. Suzie wants curfew to be suspended for the night because "all the other kids don't have a curfew". Mom and dad are not comfortable with that because Suzie is only 15 years old. Suzie insists that he's a good person and that she will not do anything "bad" with him and thinks that mom and dad are being overprotective.

Case Study #3:

Suzie wants to throw a party for her friends at the house and wants mom and dad not to be there. She promises that there will be no drugs or alcohol. When mom and dad ask Suzie who she is inviting to the party, Suzie says she hasn't decided yet and wants whoever she asks to be able to come.

Case Study #4:

Suzie wants to go away for spring break with her friends. Her parents know these friends fairly well and feel that in general they are good kids. They want to go to Miami, but mom and dad would prefer they picked a less "party town" atmosphere. Suzie gets upset and accuses her parents of not trusting her and not allowing her to be a "normal" teenager.

Purpose of the Family Community Meeting:

The Family Community Meeting is a specific time set aside weekly for families to communicate and strengthen their relationships with each other. During this time family members will have the opportunity to:

1. Set and review weekly goals.
2. Receive and give encouragement.
3. Receive and give constructive criticism.
4. Express problems between family members.
5. Review the weekly schedule.

Family Community Leader: (Family members rotate this position weekly)

The Family Community Leader will be responsible for the following:

1. Announce specific parts of the meeting.
2. Call on family members.
3. Maintain the structure of the meeting.
4. Announce specific parts of the meeting.
5. Call on family member when his/her hand is raised.
6. Maintain order throughout the meeting.

Appropriate Interaction Guidelines:

1. Please don't interrupt other family members.
2. Wait to speak until called on by the designated community leader.
3. Use "I" statements when confronting another family member
 - a. Remember to do this at appropriate times during the meeting: feedback, problem/concerns.
4. Be mindful of how you communicate verbally and non-verbally (body language, facial expressions).
5. Try not to be defensive; practice reflective listening.

Topics Addressed In The Meeting:

» GOALS

Family members state their goals from the previous week and share with the family whether they feel that they accomplished it or not. They then state the goal that they will work on in the upcoming week.

» FEEDBACK

After each person states his/her goals, there is an opportunity for family members to give each other a brief evaluation of their week. The intent of feedback is to reinforce positive behaviors and to help the person recognize negative behaviors so that he/she may make adjustments. Each person should receive both positive and constructive feedback each meeting.

» PROBLEMS OR CONCERNS

Any complaint or issue that needs to be resolved should be discussed at this time. It is essential that when addressing all problems and concerns that the Appropriate Interaction Guidelines are followed.

» ANNOUNCEMENTS

This time is for any family member who has information that he/she needs to make known to the whole family, to do so.

» QUESTIONS

Any questions may be asked at this time.

» WEEKLY SCHEDULE

This will vary according to each family's need, but this would be an appropriate time to coordinate schedules and to designate the time for next week's Family Community Meeting. Purpose of the Family Community Meeting:

Peer Feedback Form: Insight Phase

3.6

APPLICANT NAME: _____

PEER NAME: _____

INSTRUCTIONS

As a member of your community you are expected to offer honest feedback to your peers as part of their Phase Advancement process. Below is a brief description of the characteristics a student on this phase should have. Please read the description carefully and provide both positive and constructive feedback you may have regarding their desired Phase Advancement. Then circle the phase you feel your peer best represents. Once complete, return your form to the designated Treatment Team Box or to a staff member if one is not available. Then notify the applicant you have completed your form.

PHASE DESCRIPTION

During Insight Phase, internal motivation is more evident. The student and her family are able to verbalize personal insights into what they do and why they do it. The student and her family display a willingness to be open and honest, and are working to restore trust. Their relationships with others become key in learning about self.

Please check the box for each of the Insight Phase characteristics you feel the student is consistently following:

- ☐ Understands the need to follow the rules without complaint and without staff direction
- ☐ Understands that doing chores well and without complaint is important
- ☐ Understands the benefit of participating and learning in school and groups
- ☐ Understands and sees inappropriate behavior without justifying it
- ☐ Understands the benefit of being honest with staff and peers
- ☐ Understands how to give feedback respectfully and accept it non-defensively with all people, including family
- ☐ Understands that making choices that match her values is necessary
- ☐ Understands the difference between external and internal motivation
- ☐ Understands the destructive impact of gossip on relationships
- ☐ Understands the benefit of being open in therapy
- ☐ Understands her treatment issues and her responsibility in them

Please write your feedback below. Please provide examples specific to your feedback:

What Phase of Healing do you feel this person best represents? (circle one)

Safety

Expectation

Exploration

Insight

Integrity

Interdependence

INSTRUCTIONS:

As a family, please take a moment to read the phase definition below and discuss your preparedness for advancement. If your family feels it has met the phase characteristics outlined below and has completed all phase and academic requirements you may apply for phase advancement. To apply, complete all four sections of the Family Phase Application then submit the application along with your Family Healing Program Binder and all corresponding phase work to Treatment Team for consideration. Please note, **sections I-IV of the application must be complete prior to submission** or the application will not be considered and will be returned to you. Also, completion of phase work and application is not a guarantee of advancement.

During Insight Phase, internal motivation is more evident. The student and her family are able to verbalize personal insights into what they do and why they do it. They are aware of ego-defense mechanisms and their destructive nature. The student and her family display a willingness to be open and honest, and are working to restore trust. Their relationships with others become key in learning about self.

I. Application Checklist: All 6 items must be complete for your application to be reviewed.

» All Student Assignments are complete	Yes	No
» All Parent Assignments are complete	Yes	No
» All Family Assignments are complete	Yes	No
» All Transition Assignments are complete	Yes	No
» All Academic Requirements have been met	Yes	No
» All Peer Feedback Forms have been submitted	Yes	No

II. Parent Section: Each parent (if applicable) take a few moments to reflect on your individual progress as well as your daughter's progress. Write down any thoughts and or feedback you may have in regards to the phase advancement. Return (email, fax...) to your therapist once complete.

Parent Name: _____

Comments on individual progress:

Comments on daughter's progress:

III. Daughter Section: Take a few moments to reflect on your individual progress as well as each parent. Write down any thoughts and or feedback you may have in regards to the phase advancement.

Comments on individual progress:

Parent Name: _____

Comments on parent's progress:

Parent Name: _____

Comments on parent's progress:

IV. Relational Coach Section: Take a few moments to reflect on the student's progress. Write down any thoughts and or feedback you may have in regards to her phase advancement. Please be honest with your feedback!

Comments on the student's progress:

Integrity

Phase 4: Introduction to the Integrity Phase



Integrity means wholeness. The family manifests a genuine change of heart and attitude. The student and family are constantly learning and consistently demonstrating internal motivation. Individual and family values become part of daily living and decision making. The student displays leadership and is an example to the community around her. The family is sincere in therapy and active in transition planning.

Student Assignments	Date	Signature
1. Earn the Choices and Accountability Bead (4.1) , one bead assigned from your therapist, and one of your choice, for a total of three beads.	_____ DATE	_____ THERAPIST
2. Discuss your core issue and meaning in a general group. Include what you have done to overcome your ego-defense mechanisms and what tools you now use instead.	_____ DATE	_____ GROUP THERAPIST
3. With the help of your Relational Coach, find a quote that is meaningful to you in relation to Integrity. Share what it means to you in a Community Meeting or General Group.	_____ DATE	_____ RELATIONAL COACH
4. Plan and lead a Rec Therapy task focused on honesty and integrity.	_____ DATE	_____ RECREATION THERAPIST
5. Complete the Women's Health Module.	_____ DATE	_____ NURSE
6. Complete the Nutrition Module.	_____ DATE	_____ DIETICIAN
7. Complete the Academic Requirements outlined for Integrity Phase.	_____ DATE	_____ ACADEMIC ADVISOR
8. Continue to take part in all Outcomes Assessment testing.	_____ DATE	_____ THERAPIST

9. Demonstrate maturity and insight and manifest a genuine change of heart.

DATE

TREATMENT TEAM

10. Once your Family Healing Requirements are complete, schedule a time to meet with the Clinical Director to show and discuss your completed work.

DATE

CLINICAL DIRECTOR

11. When ready to apply for Integrity Phase, schedule a time to interview with Treatment Team.

DATE

TREATMENT TEAM

Parent Assignments

Date

Signature

12. Demonstrate through **Peer Feedback (4.7)** that the majority of your peers are in favor of you earning Integrity Phase.

DATE

TREATMENT TEAM

13. Continue to take part in all Outcomes Assessment testing.

DATE

THERAPIST

14. Continue being actively involved in your daughter's education, including the following:

- a. Access the school portal one time per week to review your child's academic needs, grades, and etc.
- b. Contact the academic advisor at least one time per month to discuss any issues or concerns.
- c. Review homework success during previous home pass. Discuss a plan for any adjustments.

DATE

ACADEMIC ADVISOR

15. Complete the **Influence of Power in the Family System (4.2)** assignment. Discuss with your therapist.

DATE

THERAPIST

Family Assignments

Date

Signature

16. Each family member updates their **Personal Values List and Definitions (4.3)**. During Family Therapy share and discuss each person's list and how they have changed since first arriving at New Haven.

DATE

THERAPIST

17. Complete the **Value Based Rules and Consequences Worksheet (4.4)**.

DATE

THERAPIST

18. Resolve a problem without the help of your Therapist during a home visit. Use principles you have learned at New Haven.

DATE

THERAPIST

Transition Preparation

Date

Signature

19. As a family complete the **Forgiveness Bead (4.5)**. Discuss in family therapy.

DATE

THERAPIST

20. As a family complete Steps 2 and 3 of the **Relapse Prevention Plan (4.6)**.

DATE

THERAPIST

21. In family therapy discuss your family's Outcomes Assessment results.

DATE

THERAPIST

22. Once your family is ready to apply for phase advancement, complete the **Family Phase Application (4.8)** using the guidelines provided in the application.

DATE

THERAPIST

23. Student explores her healthy peer relationships from home during family therapy.

DATE

THERAPIST

24. During home passes, focus on the following as a family. Date the box next to each task as you complete them.

DATE

THERAPIST

» Start researching options for a therapist, psychiatrist, school, activities, AA, etc.

» Hold family community meetings.

» Have family dinners.

» Make changes to your physical surroundings in order to create a new environment.

» Continue creating/strengthening your support system.

» Implement your family rules and consequences.

» Plan and carry out a family activity.

» Take your scheduled medication if applicable.

» Discuss, create, and incorporate a homework plan into your daily schedule. Include a set of rules and consequences related to homework and school in general.





Academic Requirements

Integrity Phase

ACHIEVE

- Maintain a B average or above in all classes or match ability.
- Complete assignments independently.
- Complete at least 85% of home pass work before returning to campus.

SIGNATURE

ALL TEACHERS

DATE

ADVOCATE

- Ask the right questions to the right people at the right time.
- Revise your advocacy plan.

ACADEMIC ADVISOR

TEACHER

ENGAGE

- Attend class at least 95% of the time.
- Be on time to class at least 90% of the time.
- Be on task and participating in class at least 90% of the time.
- Remain in class at least 90% of the time.
- Follow classroom expectations and encourage peers to follow expectations as well.

ALL TEACHERS

PLAN

- Compare and contrast planning methods while using your planner 90% of the time.
- Demonstrate use of study skills.
- Gather and complete work with no prompting.

ACADEMIC ADVISOR

RESPECT

- Respect teachers, staff, and peers.
- Assess the effects respect has in the classroom.

SIGNATURE

DATE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ALL TEACHERS

RESILIENCY

- Demonstrate problem-solving skills.
- Demonstrate coping skills at school.

_____	_____
-------	-------

ACADEMIC ADVISOR

LEADERSHIP

- Show integrity in relationships.
- Display appropriate conversation skills.
- Peer interactions are positive.
- Accept and appropriately give constructive feedback.

_____	_____
-------	-------

ACADEMIC ADVISOR



Choices and Accountability

4.1

1. Explore the principle of personal accountability with your Therapist. What does being accountable mean to you? Discuss the importance of being accountable for your choices, and what accountability has to do with freedom.
2. Share with your Relational Coach examples of when you have lacked accountability, and when you have taken accountability. Explore the outcomes of these decisions and how they impacted you and your family.
3. Complete a task with the Recreation Therapist that illustrates the importance of personal accountability. Schedule with the Recreation Therapist to come to treatment team and share what you learned from this experience.
4. With your Relational Coach, organize and present a fashion show with your community. Have a discussion with the staff and peers present about how what you choose to wear can represent your mood and influence your reputation.
5. Find seven quotes on making healthy choices, and share 1 quote in morning community every day for a week. At the end of the week, talk with your Relational Coach about these quotes and your efforts to support making healthy choices.
6. Write down your personal definition of Accountability and share with your Relational Coach. Then look up the definition of Accountability in the dictionary and compare. Discuss any similarities or differences. Ask your Relational Coach to share his/her view of Accountability.
7. Think of at least two situations where you have made choices that have resulted in negative outcomes. How did those choices affect you, your parents, siblings, friends, etc? Write your answers to each and discuss them with your Relational Coach.
8. Ask two staff and two girls to define what Choices and Accountability means to them and write down their answers. Share what you learned with the Residential Director, and explore any differences or similarities in answers. Talk with the RD about what you are learning about these values, and ask for feedback on how you are doing with your own Choices and Accountability.
9. Set goals for the next two weeks on making healthy choices. Discuss your goals at the beginning and at the end of the two weeks with your Relational Coach. Write down how you achieved them and ask your RC for feedback.

DATE

SIGNATURE

10.

PARENT BEAD

1. List ways that you or members of your family have used power to get what you wanted in the past. What types of power do you see being used in your family system?

»

»

»
2. In family therapy, define what “Power” is for each of you individually and for your family. Talk about how power is used within the family system (i.e. is power used for positive or negative purposes; what purpose does using power in any given situation serve).
3. Discuss the power of body language and how it manifests in your family system. How does non-verbal communication influence power and relationships in the family?
4. In family therapy, discuss the physical and emotional boundaries in your family system. Are boundaries rigid or loose? Discuss how setting boundaries influences power dynamics in the family system. Who sets the boundaries?
5. Discuss how you can improve or change the decision-making process in your family in order for each family member to feel heard. Who carries the power in the decision-making process?

Personal Values List and Definitions

4.3

1.	<hr/>	<hr/> <hr/>
2.	<hr/>	<hr/> <hr/>
3.	<hr/>	<hr/> <hr/>
4.	<hr/>	<hr/> <hr/>
5.	<hr/>	<hr/> <hr/>
6.	<hr/>	<hr/> <hr/>
7.	<hr/>	<hr/> <hr/>
8.	<hr/>	<hr/> <hr/>
9.	<hr/>	<hr/> <hr/>
10.	<hr/>	<hr/> <hr/>

Happiness and stability with one's identity comes when actions match values and beliefs. Because of this, rules should exist to help teach and support values and consequences should reflect support of the rules. The following exercises are designed to help your family create rules and consequences that support your family's values and beliefs:

STEP 1:

In Family Therapy, review your **Family Values (2.8)** that you identified while working towards Exploration Phase. Discuss the following questions:

- » Have any of your identified values changed between then and now?
- » Do the actions of family members currently support these values? If yes, how? If no, what can you shift to better support your family values?

STEP 2:

The goal of Step 2 is to help you understand the connection between your family values and the rules that support them.

On the **VBRC (Values Based Rules and Consequences) Worksheet (4.4)**, write each of your family values and identify a rule that supports each value. Explore with your therapist the connection between the rules you create and the values these rules support.

STEP 3:

Read **Positive and Negative Consequences (4.4)**. Discuss the different types of consequences, and identify which are most effective in your family. Then, identify at least one positive and one negative consequence for each of your family rules. Keep in mind, a positive consequence will reflect an outcome when a rule/value is supported, and a negative consequence will reflect an outcome when a rule/value is not supported. Record these on the **VBRC Worksheet (4.4)** next to each corresponding Value and Rule.

Positive and Negative Consequences

The Four Positive Consequences

1. Natural

Definition: This privilege or reward is the natural result of the choice.

Example: I choose to do my homework, I learn something.

2. Logical

Definition: This privilege or reward is dictated by the situation, and it makes rational sense to everyone involved.

Example: I choose to do my homework, so I get a good grade.

3. Pre - Arranged

Definition: This privilege or reward is set up before I make the choice. Everyone involved agrees on it whenever possible.

Example: I choose to do my homework, so I get to go to the mall with my friends.

4. Self - Imposed

Definition: As added incentive not to break a rule, I reward myself.

Example: I choose to do my homework, so I buy myself a new CD.

The Four Negative Consequences

1. Natural

Definition: The consequence is the natural result of the choice.

Example: I choose not to do my homework, and I am lost during the class discussion the next day.

2. Logical

Definition: This consequence is dictated by the situation, and it makes rational sense to everyone involved.

Example: I choose not to do my homework, so I get a bad grade.

3. Pre - Arranged

Definition: This consequence is set up before I make the choice. Everyone agrees on it whenever possible.

Example: I choose not to do my homework, so I do not get to go out with my friends that weekend.

4. Self - Imposed

Definition: I impose this consequence on myself, as an added incentive for me to not break the rule.

Example: I choose not to do my homework, so I stay after school and do it in the library

VBRC Worksheet

Value: _____ Rule: _____

Consequence: _____

Value: _____ Rule: _____

Consequence: _____

Value: _____ Rule: _____

Consequence: _____

Value: _____ Rule: _____

Consequence: _____

Value: _____ Rule: _____

Consequence: _____

Value: _____ Rule: _____

Consequence: _____

Value: _____ Rule: _____

Consequence: _____

Value: _____ Rule: _____

Consequence: _____

Value: _____ Rule: _____

Consequence: _____

Value: _____ Rule: _____

Consequence: _____

Value: _____ Rule: _____

Consequence: _____

FAMILY BEAD

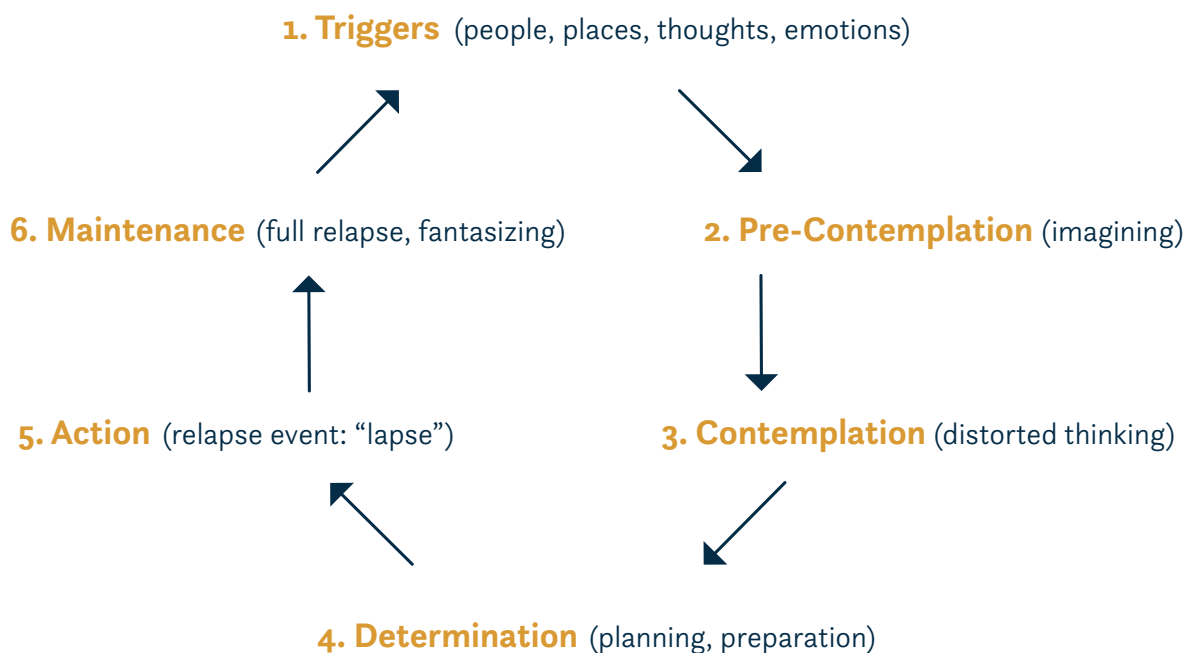
	DATE	SIGNATURE
1. Write in your journal about things you've done wrong. Set a goal date to forgive yourself.	_____	_____
2. Think of two people who you've wronged and include what you've done to hurt them. Do what you can to make amends, including writing them a letter.	_____	_____
3. Make a list of people that have wronged you. Talk with your Therapist about the importance of forgiving people who have not told you they were sorry.	_____	_____
4. Collect ten quotes on forgiveness and share them in Family Therapy.	_____	_____
5. Write a 1 page paper on how forgiveness can set you free. Define this type of freedom and include what it means to you.	_____	_____
6. Express to your Therapist some promises you've made to yourself of things you won't do again. What will help you to follow through with these promises?	_____	_____
7. Discuss with your Therapist the subjects of trust and forgiveness and how they interrelate. What do you expect from others when they forgive you? What do they expect from you?	_____	_____
8. How do forgiving and moving forward interrelate? What does it mean to move forward? Write your answers in your journal. Include a list of things you need to move forward from. Discuss with your Therapist.	_____	_____
9. Make your own personalized "Steps to Forgiveness". Write them in your Family Healing Binder. Share them with your Therapist.	_____	_____
10. _____ _____	_____	_____

You have completed Step 1 of the Relapse Prevention Plan. You have discussed the great progress your family has made. Now it's time to discuss how to continue on this positive path and prevent relapse from happening. The next 3 steps will discuss how relapse happens, how to prevent it and what to do if it does happen to your family.

Step 2: How Relapse Can Happen

Identify the Stages of Relapse

"Relapse is always a choice."



STAGES

1. Trigger — The first step towards a relapse begins with a Trigger. When we are triggered this can lead to Pre-Contemplation.

2. Pre-Contemplation — In this stage we begin to imagine or fantasize what our old behavior would be like. We typically begin to have urges to return to old behavior that is unhealthy; we then begin to move to the Contemplation stage.

3. Contemplation — This is the stage when we begin to think about old behavior and its possibilities. This is typically the time we experience cognitive distortions such as all-or-nothing and black-and-white thinking. As we contemplate relapse, we begin to move into the Preparation / Determination / Planning stage of relapse.

4. Preparation / Determination / Planning — We begin to plan ways to create opportunities to return to old behavior. For example, we plan to go to a party where we know we will have opportunities for relapse. We may make detailed plans, such as how to get to the party. Once at the party, we may easily move to the next stage of relapse known as Action.

5. Action — We have gone through the process of change which now allows us to act out old behaviors. Examples of these behaviors could be lying to get to the party, drinking, fighting, etc. It is essential if we have gotten to this point and lapsed, that we do not allow ourselves to begin to maintain old behaviors also known as the Maintenance stage.

6. Maintenance — We continue to act on old behaviors, such as hanging out with former friends who aren't good for us. Typically, at this point, we will not listen to our healthy support network. We are fully engaged in our former negative behavior(s). We still have many choices still at this stage. Two of the obvious choices are: 1) to continue in a downward spiral by perpetuating old thoughts and behaviors; or 2) we can learn from our relapse and choose to return to healthy behavior.

In each stage of the relapse process there is always a choice to be made. In this next section we will look at each stage and identify how continued movement toward relapse can be prevented.

Step 3: How to Prevent Relapse

STAGE 1: TRIGGERS

Triggers come in the form of People, Places, Thoughts, and Emotions. Being aware of triggers is vital to the prevention of relapse.

A. Who Are Your Triggers?

- » Using the columns on the next page, each family member please identify those People in your lives that act as Triggers.
- » In the left column list the People you are most worried about, who may trigger you.
- » In the columns to the right, for each Person list three Proactive and Reactive responses as well as Internal and External responses you can utilize to help you deal with that Person in healthy ways. Use a separate sheet of paper if you need more space.

NAME	PROACTIVE	REACTIVE	INTERNAL	EXTERNAL
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

B. Where Are You Triggered?

Using the columns below, each family member please identify the high risk Places that might commonly act as triggers for relapse.

- » In the left column list the Places you are most worried about, which may trigger you.
- » In the column to the right, for each Place list three Proactive and Reactive responses as well as Internal and External responses you can utilize to help you deal with that place in healthy ways. Use a separate sheet of paper if you need more space.

NAME	PROACTIVE	REACTIVE	INTERNAL	EXTERNAL
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

C. What Thoughts Are Triggering?

Using the columns below, each family member please identify high risk Thoughts that might commonly act as triggers for relapse.

- » In the left column list the Thoughts you are most worried about, which may trigger you.
- » In the column to the right, for each Thought list three Proactive and Reactive responses as well as Internal and External responses you can utilize to help you deal with that Thought in healthy ways. Use a separate sheet of paper if you need more space.

NAME	PROACTIVE	REACTIVE	INTERNAL	EXTERNAL
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

D. What Emotions Are Triggering?

Using the columns below, each family member please identify high risk Emotions that would commonly act as triggers for relapse

- » In the left column list the Emotions you are most worried about, which may trigger you.
- » In the column to the right, for each Emotion list three Proactive and Reactive responses as well as Internal and External responses you can utilize to help you deal with that Emotion in healthy ways. Use a separate sheet of paper if you need more space.

NAME	PROACTIVE	REACTIVE	INTERNAL	EXTERNAL
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

STAGE 2: PRE-CONTEMPLATION

In this stage you are starting to Imagine / Fantasize / Glorify and this typically occurs after a trigger. This stage is typically known as pre-contemplation. In the boxes below, list ideas that come into your mind regarding unhealthy behavior. List ways to prevent glorifying or fantasizing about old behavior.

IMAGINING / FANTASIZING / GLORIFYING	WAYS TO PREVENT GLORIFYING

STAGE 3: CONTEMPLATION

After you begin to entertain ideas, you then move to the stage of Contemplation. In the boxes below, identify common irrational beliefs, cognitive distortions and rationalizations. Identify healthy ways to deal with cognitive distortion.

IRRATIONAL BELIEFS	CONSTRUCTIVE / PREVENTIVE THINKING

STAGE 4: PREPARATION / DETERMINATION

Once you have begun to contemplate old behaviors this can lead you to the next stage known as Planning/Preparation/Determination. Each of us have common ways we begin to prepare or plan for relapse. Using the boxes below, list the ways you Prepare/Plan for relapse and ways to counteract/prevent this planning.

UNHEALTHY WAYS YOU PLAN	CONSTRUCTIVE / PREVENTIVE PLANNING

STAGE 5: ACTION

Preparation/Planning leads to Action. In the Action stage we lapse, beginning to act out our old unhealthy behaviors. Create a list of unhealthy old behaviors and healthy ways to Prevent/Counteract those Behaviors.

UNHEALTHY OLD BEHAVIORS	CONSTRUCTIVE / PREVENTIVE ACTIONS

STAGE 6: MAINTENANCE

If we have begun to act out old behaviors we may also begin to maintain those old behaviors. This stage is known as the Maintenance stage. Here again we have a choice, we can continue in our old behavior and begin a downward spiral or we can learn from it.

Step 4: Warning Signs

Often we have warning signs that indicate we are vulnerable for relapse or that we have relapsed. It is essential that you teach yourself and your family how to identify these warning signs. They will act as beacons that can guide you back to a healthy lifestyle. They can also act as ways to help your family and peers know when you are in danger. Identify your relapse warning signs. Identify which ones you have the most difficulty combating. Below is a list of warning signs to help get your thinking process started. Make sure to individualize your warnings signs as you refer to the list.

- 1. Lack of confidence / Over Confidence
- 2. Denial
- 3. Defensiveness / Overreacting
- 4. Isolating / Avoiding
- 5. Daydreaming / Tunnel vision
- 6. Changes in eating or sleeping
- 7. Hopelessness / Helplessness

» Magical thinking

1.	A.
	B.
	C.
2.	A.
	B.
	C.
3.	A.
	B.
	C.
4.	A.
	B.
	C.

FEEDBACK

Ask one family member and two peers to each identify relapse warning signs they see in you. Ask which behaviors they observe and why they feel these are warning signs.

» Family Member:

» Peer:

» Peer:

MAINTENANCE PLAN

It is essential when trying to maintain healthy change that we have a plan. This plan also helps us to prevent relapse.

Create a list of constructive, healthy activities that will allow you to continue to maintain the healthy positive change you have made. Some examples are creating a regular exercise program, regular time with family, etc. This list can be one you draw from on a regular basis that will help you maintain the healthy choices you have already made. You can use the space below or use your own paper as needed.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Step 5: How to Respond When a Relapse Occurs

Write down a detailed plan of what you will do when relapse occurs. Be sure that this plan includes:

1. Each family member's needs and how those needs will be met.
2. What each person's role will be in helping to overcome the relapse.
3. What your family will do to maintain open communication.
4. A review of step one in this plan: What is your family not doing anymore that has contributed to the relapse?
5. Think about your family symbol, and discuss what role it will play in helping you recover from your relapse.
6. A discussion of what your family has learned from the relapse.

COMMITMENT

Commitment to your Relapse Prevention Plan is essential for it to be of any value. Have each member of the family state their understanding of this plan, and what their commitment to relapse prevention is. If possible have everyone sign this plan as an additional symbol of commitment.

Signature: _____

Date: _____

Signature: _____

Date: _____

Signature: _____

Date: _____

Signature: _____

Date: _____

Peer Feedback Form: Integrity Phase

4.7

APPLICANT NAME: _____

PEER NAME: _____

INSTRUCTIONS

As a member of your community you are expected to offer honest feedback to your peers as part of their Phase Advancement process. Below is a brief description of the characteristics a student on this phase should have. Please read the descriptions carefully and provide both positive and constructive feedback you may have regarding their desired Phase Advancement. Then circle the phase you feel your peer best represents. Once complete, return your form to the designated Treatment Team Box or to a staff member if one is not available. Then notify the applicant you have completed your form.

PHASE DESCRIPTION

Integrity means wholeness. The family manifests a genuine change of heart and attitude. The student and family are constantly learning and consistently demonstrating internal motivation. Individual and family values become part of daily living and decision making. The student displays leadership and is an example to the community around her. The family is sincere in therapy and active in transition planning.

Please check the box for each of the Integrity Phase characteristics you feel the student is consistently following:

- ☐ Shows she can follow the rules without complaint and without staff direction
- ☐ Shows she can do chores well and without complaint
- ☐ Shows she can participate and learn in school and groups
- ☐ Shows she can correct inappropriate behavior without justifying it
- ☐ Shows she can be honest with staff and peers
- ☐ Shows she can make good choices
- ☐ Shows respect for those around her by not participating in gossip
- ☐ Shows she can give feedback respectfully and accept it non-defensively with all people, including her family
- ☐ Shows she can make choices that match her values
- ☐ Shows positive leadership in the community
- ☐ Shows internal motivation
- ☐ Shows she can be open in group therapy
- ☐ Shows she can take responsibility for her treatment issues by going to uncomfortable places in therapy
- ☐ Shows she understands her core issues

Please write your feedback below. Please provide examples specific to your feedback:

Circle which Phase of Healing you feel this person best represents.

Safety

Expectation

Exploration

Insight

Integrity

Interdependence

INSTRUCTIONS:

As a family, please take a moment to read the phase definition below and discuss your preparedness for advancement. If your family feels it has met the phase characteristics outlined below and has completed all phase and academic requirements you may apply for phase advancement. To apply, complete all four sections of the Family Phase Application then submit the application along with your Family Healing Program Binder and all corresponding phase work to Treatment Team for consideration. Please note, **sections I-IV of the application must be complete prior to submission** or the application will not be considered and will be returned to you. Also, completion of phase work and application is not a guarantee of advancement.

Integrity means wholeness. The family manifests a genuine change of heart and attitude. The student and family are constantly learning and consistently demonstrating internal control. Individual and family values become part of daily living and decision making. The student displays leadership and is an example to the community around her. The family is sincere in therapy and active in transition planning.

I. Application Checklist: All 6 items must be complete for your application to be reviewed.

» All Student Assignments are complete	Yes	No
» All Parent Assignments are complete	Yes	No
» All Family Assignments are complete	Yes	No
» All Transition Assignments are complete	Yes	No
» All Academic Requirements have been met	Yes	No
» All Peer Feedback Forms have been submitted	Yes	No

II. Parent Section: Each parent (if applicable) take a few moments to reflect on your individual progress as well as your daughter's progress. Write down any thoughts and or feedback you may have in regards to the phase advancement. Return (email, fax...) to your therapist once complete.

Parent Name: _____

Comments on individual progress:

Comments on daughter's progress:

III. Daughter Section: Take a few moments to reflect on your individual progress as well as each parent. Write down any thoughts and or feedback you may have in regards to the phase advancement.

Comments on individual progress:

Parent Name: _____

Comments on parent's progress:

Parent Name: _____

Comments on parent's progress:

IV. Relational Coach Section: Take a few moments to reflect on the student's progress. Write down any thoughts and or feedback you may have in regards to her phase advancement. Please be honest with your feedback!

Comments on the student's progress:

Interdependence

Phase 5: Introduction to the Interdependence Phase



When a family becomes Interdependent they value growth, accountability, independence, and responsibility. Individual members are driven by an internal locus of control and feel a sense of self-confidence and worth. The family understands that it is healthy to provide and receive appropriate levels of guidance, support, and structure. Family members are resilient to stress, remain flexible, and are intentional in their relationships. A state of Interdependence allows the family to continue the process of healing and growth in their future together.

Student Assignments

Date

Signature

1. Complete your **Legacy of a Value (5.1)** project and arrange with your Relational Coach a time to present it to your community.

DATE

RELATIONAL COACH

2. Demonstrate leadership and that you are living true to your values while supporting the values of family members and the community. Discuss these concepts with your Relational Coach, including ways you are doing this.

DATE

RELATIONAL COACH

3. Exhibit personal responsibility for participation in all aspects of your program without prompting from staff.

DATE

TREATMENT TEAM

4. With the support of your family, nurses, and psychiatrist, develop a medication plan for when you are home.

DATE

NURSE

5. Plan a community bonding activity.

DATE

RECREATION THERAPIST

6. Plan and execute a **Service Project (5.2)**.

DATE

RECREATION THERAPIST

7. Complete the Academic Requirements outlined for Interdependence Phase.

DATE

ACADEMIC ADVISOR

8. Continue to take part in all Outcomes Assessment testing.

DATE

THERAPIST

9. Once your Family Healing Requirements are complete, schedule a time to meet with the Clinical Director to show and discuss your completed work.

DATE

CLINICAL DIRECTOR

10. Demonstrate through **Peer Feedback (5.5)** that the majority of your peers are in favor of you moving to the next phase.

DATE

TREATMENT TEAM

Parent Assignments

Date

Signature

11. Discuss in family therapy the concept of your home being a “haven” with your daughter.

DATE

THERAPIST

12. Choose an alumni sponsor if you desire.

DATE

THERAPIST

13. Parents are taking primary responsibility for the discussion and implementation of transition plans. This may include making arrangements for:

- Outpatient Therapy
- Aftercare Program
- Psychiatry/Medication Management
- School/IEP Coordination

DATE

THERAPIST

14. Demonstrate that negotiation has become a regular and natural way of resolving conflicts.

DATE

THERAPIST

15. Continue to take part in all Outcomes Assessment testing.

DATE

THERAPIST

16. Continue being actively involved in your daughter’s education, including the following:

- a. Access the school portal one time per week to review your child’s academic needs, grades, and etc.
- b. Contact the academic advisor at least one time per month to discuss any issues or concerns.
- c. Review homework success from previous home pass. Discuss a plan for any adjustments.

DATE

ACADEMIC ADVISOR

Family Assignments

Date

Signature

17. All family members are remaining open and honest with their thoughts and feelings.

DATE

THERAPIST

18. Family members can move past power struggles on their own.

DATE

THERAPIST

19. Everyone is respectful of one another and emotional safety is apparent.

DATE

THERAPIST

20. In family therapy, review the **Teenager/Parent Decision worksheet (5.3)**.

DATE

THERAPIST

21. In family therapy review your MTP objectives. How and what changes have been made? Each family member should discuss what they feel their greatest accomplishment has been during their time at New Haven.

DATE

THERAPIST

22. In family therapy discuss your family's Outcomes Assessment results.

DATE

THERAPIST

23. Once your family is ready to apply for phase advancement, complete the **Family Phase Application (5.6)** using the guidelines provided in the application.

DATE

THERAPIST

Transition Assignments

Date

Signature

24. With the help of the Rec. Therapist, determine appropriate leisure/community activities to be involved in when you leave New Haven.

DATE

RECREATION THERAPIST

25. As a family complete the **Transition Family Contract (5.4)**.

DATE

THERAPIST

26. During an extended home pass (at least 10 days) complete the following tasks. Date the box when the task is complete and review with your Therapist and Academic Advisor upon returning.

DATE

THERAPIST

» Implement your 40 hour schedule.

» Have family dinners. Have family dinners.

» Enjoy a fun family activity.

» Meet with your home therapist.

» If applicable, set a time to meet with your home psychiatrist.

» Follow the homework plan created on Integrity Phase and complete at least 90% of your homework.

» Finalize your school plans for after New Haven. Discuss the plan with your Academic Advisor.

ACADEMIC ADVISOR

27. As a family, finalize your Transition and Home Works© options.

DATE

THERAPIST

28. Student explores how she handles loneliness, listing the ways she has responded to it in the past and healthy alternatives. Discuss with the Rec. Therapist.

DATE

RECREATION THERAPIST

29. Student explores her peer relationships, support system and healthy boundaries.

DATE

THERAPIST

30. Parents and Students will each participate in the transition track during Family Weekend.

DATE

THERAPIST



Academic Requirements

Interdependence Phase

ACHIEVE

- Maintain B average or above in all classes or match ability.
- Complete assignments independently.
- Complete at least 95% of home pass work and negotiate this work successfully with parents.
- Demonstrate confidence and ability.

SIGNATURE

ALL TEACHERS

DATE

ADVOCATE

- Create a plan to advocate for weaknesses and accommodations at next placement.

ACADEMIC ADVISOR

TEACHER

ENGAGE

- Attend class 100% of the time.
- Be on time to class at least 95% of the time.
- Be on task and participating in class at least 95% of the time.
- Remain in class at least 95% of the time.
- Follow classroom expectations and encourage peers to attend class, stay on task, participate, and remain in class.

ALL TEACHERS

PLAN

- Demonstrate the use of your own planning system.
- Solidify your study skills.
- Encourage others to gather and complete their work.
- Create a plan to use school supports in your next school.

ACADEMIC ADVISOR

RESPECT

- Respect teachers, staff, peers, and self.
- Unite the classroom by encouraging peers to be respectful.

SIGNATURE

DATE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ALL TEACHERS

RESILIENCY

- Develop a post New Haven plan.
- Persevere when things are difficult.
- Help others with confidence and competency.

_____	_____
-------	-------

ACADEMIC ADVISOR

LEADERSHIP

- Reach out to support peers.
- Effectively communicate with peers and teachers.
- Encourage peers to accept and give critiques.

_____	_____
-------	-------

ACADEMIC ADVISOR

TRANSITION TESTING

- Complete ACT Tessera Testing
- Complete MAP Testing

_____	_____
-------	-------

SCHOOL COUNSELOR/REGISTRAR



During your time here at New Haven, you have explored and identified your personal values, what they mean to you, and how you are going to live your life according to these values. As your departure from New Haven nears, we would like you to prepare an original presentation **on the value that is most important to you**. This presentation is your opportunity to use your creativity and leave your legacy with the community through your value. Below are the guidelines we would like you to follow as you prepare for and present your “**Legacy of a Value**”. Use your Relational Coach as a resource if you need help.

- » You will do this presentation at a Values Ceremony or Values Night.
- » The presentation should be about 10 to 15 minutes long.
- » Please include the community in some way.
- » One aspect of your presentation should be a tangible representation of your value.

We look forward to your personal legacy of your value – we know you will do a great job sharing this representation of yourself and your progress with the community.

It is often said it is better to give than to receive. While working toward Interdependence Phase you have the opportunity to give back to others by planning a service project to be completed by you and those you invite to participate. You have the option to choose an activity/project that involves your community, the entire campus, you and your family, or you and your Relational Coach. While planning your project please follow the guidelines below:

- » First, think about something that would be meaningful to you and the type of population that you would like to serve. (i.e. animals, children, the elderly, the community in general, etc)
- » Next, think about who you want to involve. Then think about the feasibility of getting it done. What are the supplies that you will need, what is the time that is needed, what about transportation?
- » Lastly, talk to your Recreation Therapist about your plan. You will need to work together to coordinate and plan the place, date, and time that your service activity will take place.

Take the time to make this a meaningful experience for you and the participants as well as those you are serving.

There are many resources to look online to get ideas:

- » <https://www.unitedwayuc.org/volunteer/volunteer-opportunities-lists>
- » kotm.org (Kids on the move)
- » heritage.utah.gov/userveutah
- » <http://www.volunteermatch.org/search/index.jsp?r=msa&l=84664>
- » <http://intermountainhealthcare.org/communitysupport/volunteering/pages/home.aspx>
- » heritage.utah.gov
- » www.habitatsaltlake.com
- » www.volunteer.slco.org/
- » volunteer.truist.com/utah/volunteer/
- » www.voaut.org

Family Decision-Making Worksheet

5.3

Instructions: Complete the following form together in family therapy. Explore your views with your therapist.

Students answer the form about *themselves*.

Parents answer according to their thoughts about *their daughter*.

KEY

1. Completely the teenager's decision
2. Teenager decision with parent input
3. Parent decision with teenager input
4. Complete the parent's decision

1. What clothes I wear	1	2	3	4
2. How I wear my hair	1	2	3	4
3. When I take a shower/brush teeth/other hygiene	1	2	3	4
4. When I go to bed	1	2	3	4
5. What food I eat	1	2	3	4
6. What hobbies and interests I have	1	2	3	4
7. Who my friends are	1	2	3	4
8. Whether I have a girlfriend/boyfriend, and who it is	1	2	3	4
9. When I see my friends	1	2	3	4
10. When I see my girlfriend/boyfriend	1	2	3	4
11. Whether or not I am sexually active	1	2	3	4
12. The clothes I purchase	1	2	3	4
13. The way I do my make-up	1	2	3	4
14. My curfew time	1	2	3	4
15. When I get my driver's license	1	2	3	4
16. Whether I get my own car	1	2	3	4
17. Who pays for my car and insurance	1	2	3	4
18. When I get to drive my car/family car	1	2	3	4
19. Who puts gas in the car I drive	1	2	3	4
20. Whether I get a job and where/when	1	2	3	4
21. What hours I work	1	2	3	4
22. How much personal money I spend	1	2	3	4
23. Spending money on small purchases	1	2	3	4
24. Spending money on large purchases	1	2	3	4
25. Whether I participate in family outings	1	2	3	4
26. How I spend time on family outings	1	2	3	4
27. How I spend my free time	1	2	3	4
28. When I visit with relatives/family friends	1	2	3	4
29. Whether I go to school	1	2	3	4
30. What school subjects I take/drop	1	2	3	4
31. What grades I make	1	2	3	4
32. When I study and do homework	1	2	3	4
33. What school I attend	1	2	3	4
34. Whether I have tutoring for school	1	2	3	4

35. Whether I graduate or get a GED	1	2	3	4
36. Cleanliness of my room	1	2	3	4
37. Whether I have household chores	1	2	3	4
38. What my chores are	1	2	3	4
39. When I complete my chores	1	2	3	4
40. Whether I follow household rules	1	2	3	4
41. When consequences are used	1	2	3	4
42. The types of consequences used	1	2	3	4
43. How I spend my summer	1	2	3	4
44. Whether or not I receive an allowance	1	2	3	4
45. How I earn my allowance	1	2	3	4
46. Whether I obey the law	1	2	3	4
47. Whether I attend therapy sessions	1	2	3	4
48. Whether I attend religious/spiritual services	1	2	3	4
49. The type of religious or spiritual observance	1	2	3	4
50. When I move away from home	1	2	3	4
51. When I use TV/electronics/social media	1	2	3	4
52. Time I spend on TV/electronics/social media	1	2	3	4
53. What I post online	1	2	3	4
54. What types of movies I watch	1	2	3	4
55. What music I listen to	1	2	3	4
56. What music is listened to in the car	1	2	3	4
57. Whether I get piercings and where on my body	1	2	3	4
58. Whether I get a tattoo	1	2	3	4
59. Whether I smoke or drink alcohol	1	2	3	4
60. Whether I use other substances	1	2	3	4
61. Whether I go to recovery meetings	1	2	3	4
62. Whether I have a sponsor	1	2	3	4
63. Whether I continue education after high school	1	2	3	4
64. Where I further my education (type of school)	1	2	3	4
65. What I study in my higher education	1	2	3	4
66. Choices made while away at school (post-high school)	1	2	3	4
67. Other?	1	2	3	4
68. Other?	1	2	3	4
69. Other?	1	2	3	4
70. Other?	1	2	3	4

- » Are there any items where a family member chose a 1 or a 4? If so, discuss feelings and reasoning's.
- » In the case of a family with multiple children, how would some of these answers change depending upon which child was being referred to? According to child age?
- » **Parents:** How would answers potentially change when your daughter has shown consistency in growth and judgment post-discharge for a period of 2 months? 6 months? 1 year?
- » **Parents:** What would need to happen for you to develop more trust in your daughter's decision making?
- » **Daughters:** What would need to happen for you to trust your parents more and allow them more influence?

1. We commit to continue to implement the attached Values Based Rules & Consequences and our Relapse Prevention Plan.
2. Our family agrees to continue the therapeutic process by meeting _____ , _____ times per week for _____ weeks/months/years. THERAPIST NAME
3. Our family agrees that the following are goals that we will continue to work on in both therapy and our home: (feel free to add more as needed)

A. Family Goal: What do we want to continue to develop as a family?

» Plan: How will we accomplish this goal?

» Skills/Resources needed to accomplish our goal:

B. Family Goal: What do we want to continue to develop as a family?

» Plan: How will we accomplish this goal?

» Skills/Resources needed to accomplish our goal:

C. Individual Goal: What I want to continue developing individually:

» Plan: How will I accomplish my goal?

» Skills/Resources needed:

D. Individual Goal: What I want to continue developing individually:

» Plan: How will we accomplish our goal?

» Skills/Resources needed:

E. Individual Goal: What I want to continue developing individually:

» Plan: How will I accomplish my goal?

» Skills/Resources needed:

Peer Feedback Form: Interdependence Phase

5.5

APPLICANT NAME: _____

PEER NAME: _____

INSTRUCTIONS

As a member of your community you are expected to offer honest feedback to your peers as part of their Phase Advancement process. Below is a brief description of the characteristics a student on this phase should have. Please read the description carefully and provide both positive and constructive feedback you may have regarding their desired Phase Advancement. Then circle the phase you feel your peer best represents. Once complete, return your form to the designated Treatment Team Box or to a staff member if one is not available. Then notify the applicant you have completed your form.

PHASE DESCRIPTION

When a family becomes Interdependent, they value growth, accountability, independence and responsibility. Individual members are driven by an internal locus of control and feel a sense of self-confidence and worth. The family understands that it is healthy to provide and receive appropriate levels of guidance, support and structure. Family members are resilient to stress, remain flexible, and are intentional in their relationships. A state of Interdependence allows the family to continue the process of healing and growth in their future together.

Please check the box for each of the Interdependence Phase characteristics you feel the student is consistently following:

- ☐ Consistently shows she can follow the rules without complaint and without staff direction
- ☐ Consistently shows she can do chores well & without complaint
- ☐ Consistently shows she can participate & learn in school & group
- ☐ Consistently shows she can correct inappropriate behavior
- ☐ Consistently shows she can be honest with staff and peers
- ☐ Consistently shows she can make good choices
- ☐ Consistently shows she can give feedback respectfully and accept it non-defensively with all people, including her family
- ☐ Consistently shows she can make choices that match her values
- ☐ Consistently shows positive leadership in the community
- ☐ Consistently shows internal motivation
- ☐ Consistently shows she can ask for support as well as give it when needed
- ☐ Consistently shows she can be open in therapy
- ☐ Consistently shows she can take responsibility for her treatment issues by going to uncomfortable places in therapy
- ☐ Consistently shows she understands her core issues

Please write your feedback below. Please provide examples specific to your feedback:

Circle which Phase of Healing you feel this person best represents.

Safety

Expectation

Exploration

Insight

Integrity

Interdependence

Family Phase Application: Interdependence Phase 5.6

INSTRUCTIONS:

As a family, please take a moment to read the phase definition below and discuss your preparedness for advancement. If your family feels it has met the phase characteristics outlined below and has completed all phase and academic requirements you may apply for phase advancement. To apply, complete all four sections of the Family Phase Application then submit the application along with your Family Healing Program Binder and all corresponding phase work to Treatment Team for consideration. Please note, **sections I-IV of the application must be complete prior to submission** or the application will not be considered and will be returned to you. Also, completion of phase work and application is not a guarantee of advancement.

When a family becomes Interdependent, they value growth, accountability, independence and responsibility. Individual members are driven by an internal locus of control and feel a sense of self-confidence and worth. The family understands that it is healthy to provide and receive appropriate levels of guidance, support and structure. Family members are resilient to stress, remain flexible, and are intentional in their relationships. A state of Interdependence allows the family to continue the process of healing and growth in their future together.

I. Application Checklist: All 6 items must be complete for your application to be reviewed.

» All Student Assignments are complete	Yes	No
» All Parent Assignments are complete	Yes	No
» All Family Assignments are complete	Yes	No
» All Transition Assignments are complete	Yes	No
» All Academic Requirements have been met	Yes	No
» All Peer Feedback Forms have been submitted	Yes	No

II. Parent Section: Each parent (if applicable) take a few moments to reflect on your individual progress as well as your daughter's progress. Write down any thoughts and or feedback you may have in regards to the phase advancement. Return (email, fax...) to your therapist once complete.

Parent Name: _____

Comments on individual progress:

Comments on daughter's progress:

III. Daughter Section: Take a few moments to reflect on your individual progress as well as each parent. Write down any thoughts and or feedback you may have in regards to the phase advancement.

Comments on individual progress:

Parent Name: _____

Comments on parent's progress:

Parent Name: _____

Comments on parent's progress:

IV. Relational Coach Section: Take a few moments to reflect on the student's progress. Write down any thoughts and or feedback you may have in regards to her phase advancement. Please be honest with your feedback!

Comments on the student's progress:

Transition

While on Interdependence Phase complete the following:

Student Assignments	Date	Signature
1. With the help of your Relational Coach and the outline provided, prepare a presentation portraying your Journey (6.1) at New Haven. Present your presentation to your community.	_____	_____
	DATE	RELATIONAL COACH
2. With the help of your parents and therapist, plan your Family Transition Ceremony (6.2)	_____	_____
	DATE	THERAPIST
3. With the help of the Recreation Therapist, honor your parents in an emotionally significant way.	_____	_____
	DATE	RECREATION THERAPIST
4. Write a Letter of Hope (6.4) to a future New Haven Student.	_____	_____
	DATE	THERAPIST
5. Fully participate as a leader in all programming.	_____	_____
	DATE	RESIDENTIAL DIRECTOR
Parent Assignments	Date	Signature
6. With the help of the Recreation Therapist, honor your daughter in an emotionally significant way.	_____	_____
	DATE	RECREATION THERAPIST
7. Prepare a presentation on your Core Meaning to share at your family's transition ceremony.	_____	_____
	DATE	THERAPIST
8. Write a Letter of Hope (6.5) to a new family.	_____	_____
	DATE	THERAPIST
Family Assignments	Date	Signature
9. Maintain Integrity and Interdependence in living your individual and family values.	_____	_____
	DATE	THERAPIST
10. Review the Transition Planning (6.3) document with your therapist	_____	_____
	DATE	THERAPIST

The famous poet Ernest Hemingway once said, ***“It is good to have an end to journey toward; but it is the journey that matters, in the end.”*** You have been anticipating this time since the day you stepped foot on New Haven’s campus. This is a time to celebrate; it is also a time to reflect on how you got to this point. The things you have learned about yourself, your family, your relationships and so much more will be vital to your success when you leave. As you near your last days at New Haven, take this time to reflect upon your journey. The time you have spent at New Haven has been filled with many emotions, experiences, hardships, self-discoveries, and so much more that have led you to this point today, a point of healing. Similar to Hemingway’s thought, understanding how you got to this point in your journey is as important as completing your journey.

We would like you to take the opportunity to share the invaluable things you learned about yourself, your family, your relationships, etc. throughout your healing journey at New Haven. With the help of your family, Therapist and Relational Coach, create a presentation that represents your journey. Show others, as well as remind yourself, how hard you worked to get where you are today!

INSTRUCTIONS

Your presentation should be 30-60 minutes long. You will need to schedule a time with a Shift Supervisor and your Relational Coach to present it to your community during a Values Night or other designated time. As you prepare your presentation, please follow the format below. Be creative. It should represent you. For example, you can show artwork, photography, poetry, etc. you completed during your phase work in the Family Healing Binder.

1. What was your journey like during each Phase of Healing?
 - a. What are some of the obstacles you faced during each phase? How did you overcome them? Focus more on how you felt rather than the behaviors (Process vs Content).
 - b. What are some of the most meaningful experiences you had on each phase? What did you learn from them and how can you use that knowledge to help you in the future?
 - c. What are some of the things you learned about yourself, your relationships, etc., during each phase?
 - d. Symbols often represent something of meaning and importance. To help you remember and continue to utilize the things you learned, pick a symbol for each phase you feel best represents your personal journey. Share your choices during your presentation.
 - » Expectation
 - » Exploration
 - » Insight
 - » Integrity
 - » Interdependence
 - e. How can you use each symbol to support you as you continue your journey after New Haven?
2. How have your relationships changed since coming to New Haven (Family, friends, staff, etc.) What are the reasons for those changes? How will you use the things you have learned to help you with your relationships at home?

3. What are a few of your top values and how did you come about discovering these were important to you? What role do these values play in your life and in your decision making?
4. After having reflected back on your journey, what advice do you have for your community to help them through their journeys?
5. If you could give yourself advice one year from now, what would it be and why?

Each student and family that completes New Haven's Family Healing Program has the opportunity to plan a Transition Ceremony. The ceremony will be held on your last day at New Haven. This ceremony is all about you, your family, and the journey you took to get to this special day.

INSTRUCTIONS

Plan your Family Transition Ceremony with the help of your family, Therapist, and Recreation Therapist. As you begin planning the program keep in mind the following:

Be thoughtful with your choices

- » Choose speakers that have played a significant role in your journey.

Speakers should be present at the ceremony

Personal Celebration Activity

This is a celebration of your family's journey. As you are planning your program think of ways to make the program more meaningful and personal to you and your experience. Consider some of these ideas as you are preparing for your transition ceremony. You may do one of these or choose one of your own. Please discuss your choice with your therapist.

- » Discovering your personal values was a large part of your journey. Share a few of the values that are meaningful to you and/or your family. Why are these specific values important and how did you come about discovering them?
- » Many cultures/religions have certain traditions to celebrate special occasions like this. If appropriate for the occasion you may include a special tradition as part of your program. Discuss your plans with your therapist to obtain approval.
- » Share a talent you learned or re-discovered while at New Haven.

PROGRAM OUTLINE

Below is the suggested outline for the Transition Ceremony. New Haven traditionally presents a portion of the program along with your family portion. Please discuss any changes you would like to make to the outline with your Therapist. Once you have completed your program outline, review your outline with your Therapist and give your final outline to your Relational Coach to prepare the program.

1. Family Tile Presentation: Presented by the Recreation Therapist
2. Speakers:
 - » Choose 1 staff and up to 2 students to speak at your Transition Ceremony.
 - » Relational Coach: Pays tribute to your family and your work in the Family Healing Program including presenting the Transition Bracelet.
 - » Therapist: Pays tribute to the family.
3. Personal Celebration Activity
4. Parent Core Presentation (parents share some thoughts on their family's Core Meaning)
5. Parent and Daughter Tributes
6. Plaque Presentation: Presented by the Residential Director
7. Movie Tribute: Presented by the Relational Coach
8. Family Song: Play a song that reflects your family's journey as you share goodbyes with your community.

Congratulations! We are excited for your family. This is a time to celebrate your hard work but also a time to prepare for the next chapter in your journey. We want your transition from New Haven to be as smooth as possible. This document explains the transition process and what to expect prior to the day of transition, on the day of transition, and after returning home. Please take the time to review this document carefully.

PRIOR TO TRANSITION DAY

1. Academic

- » All post-New Haven school arrangements (if applicable) must be solidified and discussed with your Academic Advisor prior to Transition day.
- » Any grade or transcript needs should be discussed with the Assistant Academic Director or Academic Director prior to Transition day.

2. Psychiatric (if applicable)

- » To avoid gaps in care and medication, a psychiatric provider must be obtained prior to Transition. This allows for New Haven's provider to transfer records upon discharge and the new provider to promptly take over services. This is extremely important! New Haven cannot provide prescriptions for discharged students. Please refer any questions to a nursing representative.

3. Clinical

- » Secure an at-home therapist. It is vital for your daughter's and your family's continued success to have access to therapeutic support after discharge. A smooth transition from your New Haven Therapist to a new therapist can be difficult. Beginning this process prior to discharge allows for your New Haven therapist to support you through this change.

4. Testing

- » The student will meet with the testing administrator to complete discharge testing prior to transition. Parent/s will receive discharge testing via email and are encouraged to complete prior to transition.

5. Transition Ceremony

- » As a family, you will plan your Transition Ceremony using the outline provided. Your Therapist, Recreation Therapist, and Relational Coach will also support you in the planning process. Take the time to plan a ceremony that represents your family's healing journey at New Haven.

6. Packing

- » Anything you brought with you to New Haven must leave with you when you discharge from the program. Please plan ahead of time how you would like to do this. Packing can sometimes prove difficult if your daughter has collected many items since coming to New Haven. We encourage you to take as many items home with you as possible during your home passes and family weekends prior to Transition. This helps keep the amount of storage and future packing/shipping to a minimum.

TRANSITION DAY

1. Packing/Cleaning/Shipping

- » You will be allotted a short time to finish packing, cleaning and shipping your items. Do not wait until the day of transition to begin this process. The time allotted is short and mainly for final cleaning and shipping. Please plan accordingly.
- » All personal items must be removed from campus on Transition Day. Due to space constraints, New Haven is not able to store any items for transitioned families.
- » If you do not wish to take all your belongings home you must either discard them in the dumpster or you may donate them to a local charity.
- » Please leave your room clean. A staff member will provide you with cleaning supplies once you have removed your things from your room.

2. Brief Meetings

- » You will be scheduled to meet with a representative from the Nursing and Education departments as well as your Therapist and Residential Director to discuss your discharge and complete any required paperwork.

3. Transition Ceremony

- » Transition Ceremonies are generally held directly after school.
- » Depending on the length of your program, they last about an hour.

POST-TRANSITION

1. Aftercare Program

- » New Haven offers a support program for transitioned families called HomeWorks. If you have any further questions regarding the HomeWorks program, discuss them with your Therapist.

2. Testing

- » One of the most important aspects of New Haven's program is the Outcomes testing. In order for us to continue to bring the best care to young women and their families we need the help of our transitioned families. You will be asked to continue participating in our Outcomes testing for 2 years post-transition. This data helps us to track success rates and identify areas for improvement for our program.

Student “Letter of Hope” Assignment

6.4

Congratulations on your upcoming transition from New Haven! As one of your last assignments before you leave us, we want you to write a “Letter of Hope” to an incoming student. In this letter, please briefly tell your story with the focus being on **how far you have come** rather than on the mistakes in your past. Share your thoughts about the New Haven process and offer advice and encouragement to the incoming student. You too were new once and you know how it feels. Think back to your first day...what do you wish you had known at that time? Is there anything you would have liked someone to say to you?

The personal experience, wisdom, and encouragement that you can offer an incoming student are priceless. Please do not share your last name or any other confidential information. If you prefer that we do not share your letter with others, please let your therapist know. Even if you don’t want your letter shared, we ask you to write it so that it can serve as a reminder to you of your journey and can be an emotional boost should you need it down the road.

Parent “Letter of Hope” Assignment

6.5

Congratulations on all of the hard work you have done throughout your journey at New Haven! At this point, you are likely working on your family’s transition plan and preparing for life after New Haven. As you are working to create these next steps for your family, we invite you to take some time to reflect back on the process that has brought you to this point. Your family’s story is unique, courageous, and deserves to be celebrated. As your journey at New Haven is coming to an end, another family’s journey is just beginning. This new family is now facing the challenge of “trusting in the process”. As you know from experience, this takes immense courage.

As one of your final assignments before transition, we would like you to write a “Letter of Hope” to these incoming parents. This letter is intended to be an opportunity for you to share your experience at New Haven and to help to create a vision for other families who are likely feeling hopeless and terrified at this time. Please do not use any last names or other identifying information that may compromise your confidentiality. If you do not feel comfortable sharing your story, let your therapist know and we will not give your letter with others. However, even if you don’t want your letter shared, we still ask that you write it as a tribute to your journey and as a future resource should you need a boost down the road.