



YOUTH DEVELOPMENT SYSTEM (YDS)

Resident Handbook

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What is this handbook all about?

There are some things you should know before you enter the program, to make your stay here at the Camp better. It is important you understand everything in this handbook; contains important information about your program.

The Youth Development System (YDS) is set up so you can learn, grow and see progress while in this program. You will move up in the system by showing positive social skills, learning new ways of handling problems, and making good decisions. When you respond to the expectations staff have of you, you will gain recognition and privileges. As you continue to progress in the program, staff expectations of you will increase. When this happens, your privileges will also increase. Our hope is this will help you achieve your goal and ours, a successful return to your community.

There are four stages to the Youth Development System. Orientation, Adjustment, Transition, and Honor, which spell the word "OATH". An oath is a solemn, formal declaration or promise to fulfill a pledge. It is something, which is declared or promised. Your progress through the system will require you to make an "oath", a "commitment", and a "promise" to yourself and your family to do your best to change your thinking and behavior. Each stage is increasingly more difficult in (your) responsibilities, accountability, expectations and practicing your new or reinforced positive skills, in turn, you will earn an increase in privileges, trust and responsibility from staff, your probation officer, and your family.

How the YDS Works

When you enter the program, you are placed in the first stage of the Youth Development System. This first stage is called Orientation. During your first four weeks in the program, you are responsible for reading your Youth Development System Manual and becoming familiar with all of the behavioral expectations. In addition, you will need to become familiar with the responsibilities of an Orientation Stage Resident. As soon as your mentor feels you have (1) accepted your placement (2) completed all stage responsibilities (3) passed your orientation mastery test with 80% or higher, you will be recommended for advancement.

When staff believes you are ready for advancement, all reports about your behavior and any progress you have made will be discussed. If your behavior meets the criteria for promotion and everyone at treatment team agrees, then you will be promoted to the next stage of the Youth Development System

How long you remain on any stage in the program depends on YOU! Everyone will move through the stages at different rates. It is really important you show motivation and willingness to do what is expected of you. If you should have a problem along the way, staff will do what they can to help you. This may mean developing what is called a Behavior Improvement Plan (BIP). This plan is a way of identifying the problem and setting a goal for you. The plan is meant to help you correct any problems, which may slow you from making progress in the program.

We expect you to act responsibly. As in any situation, you have CHOICES. Should you choose to act out or not follow our rules, you will receive interventions. A Behavior Improvement Plan (BIP) will be written to help you learn how to resolve a habitual problem. Should you continue to not follow certain behavioral expectations, you could lose some or all of your privileges. Again, it is up to you to follow the rules in order to make progress and move forward through the stages.

The OATH Program will allow you to address your thinking errors, teach you problem-solving steps, build character, and practice your new skills in the dorm, n school, and at home. We know you can do it!

May I Watch TV or Listen to Music?

You are not allowed to watch TV while you are a resident of the facility. During certain groups, the dorm may be given the opportunity to listen to camp approved music per staff's discretion. If exceptions are made to this rule, it is made by administration and will usually only occur if there is a significant reason for doing so.

You will be granted opportunities to watch a movies on occasion, for an incentive, or for educational purposes. The movies provided are Camp approved and are not chosen by residents. Generally, the movies you will watch have been a lesson.

May I go to church?

You will be given opportunities to attend non-denominational church services at the camp. Church services are conducted every Sunday from 1:00PM to 3:00PM.

May I have a journal?

You may be assigned a journal as a part of the treatment you receive while a resident at the camp. Journals should help you gain control of your thinking and emotions and improve your mental health. If you are given a journal, the following rules apply:

1. Journals will be assigned to a resident through treatment team. Only one journal will be assigned.
2. Residents will not be denied appropriate access to their journals.
3. Orientation and Adjustment must check their journal in/out from staff.
4. Transition and Honors may keep their journal in their rooms.
5. Journals will be monitored by staff.
6. Journal instructions will be present in each journal reminding residents and staff of the conditions by which residents may journal. (See below)
7. Information related to issues confidentiality may be used in an effort to protect the residents or other persons.
8. Information related to issues of confidentiality will be communicated to administration.
9. Access to resident journals will be limited to those persons specified. Access will be designated on the inside of journals. Staff's access is therefore limited and unless otherwise specified is prohibited.
10. All confidentiality rules apply.
11. Residents may doodle, inappropriate drawings may be grounds for more restrictive journaling or revocation.
12. Residents may not under any circumstance share the contents of their journal with any other resident. Journals and journal assignments are private and any discussion regarding such is prohibited.

Journaling Guidelines

- All drawings are to remain appropriate.
- Case Manager and/or Mental Health Professional should check journals periodically.
- Specified staff should monitor journals to ensure appropriate use and evaluate risk.
- Journals are assigned and approved through Treatment Team.
- Journals are to be used for therapeutic purposes.
- Journals are not to be shared or discussed with peers.
- Staff will initial each page after review.

Counseling Program

You will be assigned a Case Manager and a Mentor.

Your Case Manager, is your main connection to your treatment plan, family and progress in the camp. Your Case Manager will work with you to make a treatment plan for you based on your assessments (Youth Level of Service, SASSI, MAYSI etc.). If you do not know these terms, it is okay, your Case Manager and you will work together on these and other things you will do while in the camp. Case Managers will spend time weekly with you in groups or individually. You will work to improve behavior, family, peers, attitudes school/work and any personal goals you want to work on while here. You will also be involved in group counseling sessions weekly throughout your program.

Your Mentor will be assigned to you upon intake. Your mentor will be available to you for individual and/or group counseling weekly and will be responsible for assisting you in your promotions, assignments and work through program struggles with you.

In addition, you will have opportunities to meet with other line staff, supervisors, psychological staff and administration.

School Program (Jacobsen High School)

The China Spring Educational Program is operated by the Douglas County School District and you can earn credit, which will be transferable when you return to your community school. During your program, you will be attending Jacobsen High School. Generally, you can expect to spend 30 hours a week in school.

You will participate in an educational program as part of your individual treatment plan. If you have received or are working toward your GED/HiSET or diploma, you will be enrolled in school until confirmation is received regarding your school status. Once confirmation has been received, an individualized plan will be developed for you. If you are interested in earning your GED/HiSET or adult diploma, the school staff will talk about these options with you. Keep in mind a GED/HiSET or adult diploma is not feasible in every situation. The school staff is the expert in this area and, along with your Case Manager, they will make a determination, which is in your best interest. Your educational goals will be developed by the school staff after testing, review of the past school history and a personal interview with you. Earning a diploma or GED/HiSET will also be required to be approved through Treatment Team. If a GED/HiSET is determined to be in your best interest, arrangements will be made to help you reach this goal prior to you being released from the Camp.

Your placement in classes is determined by your needs, abilities and academic history. Classes offered by Douglas County School District are designed to provide a basic education. The academic options available are Math, English, Science, Social Studies, Lifetime Fitness, Gym, and Elective. Chapter I and special education services are available for qualified youth. The majority of schoolwork will be completed through a computer based learning curriculum.

How will I be graded in school?

The teachers will assign academic grades to each student bi-weekly. Your grades will be available via Classroom Systems Connector and you will be able to view them daily along with your progress in each of your classes. You will be graded in all the subjects you are enrolled as well as how you behaved during the school day.

If you earn below an 80% in any academic subject, you will be required to set up a meeting with your teacher to discuss your grade and how to improve. These classes are designed to help you work on the skills, which are necessary for you to improve your grades. The grades you earn in school may affect your progress in the program. School is an important part of your program and treatment here and we expect you to take the opportunity seriously. To be clear, lack of school performance may impact your privileges and promotional schedule.

Wilderness Program/CHOICES Challenge Course

You may be a participant in the wilderness program or the challenge course (CHOICES). Your participation in these programs is dependent on a variety of factors. Activities, which you may be participating in, range from hiking to snowshoeing, and team building to low and high challenge course elements. Your participation in the CHOICES program is “challenge by choice”.

Wilderness Programs are used in a variety of counseling situations to address the reasons you may have come to the Camp. First, it can be a part of your drug & alcohol counseling called “Sober Leisure”. It can also be used to work on relationships and communication with your peers and to develop some positive social behaviors and attitudes. Additionally, we have you practice the skills in team building activities, then on the low ropes course and eventually on the high ropes course. Each step is increasingly more difficult, more challenging. Through it all we are hoping on of the things you will learn is you can overcome, even some of your strongest emotions. Through the use of processing your experience you will come to understand yourself better and those around you.

Important Information about Your Rights

The following are your rights as a resident of the facility, if it is not listed here, it is a privilege:

1. All residents are assured equal opportunity to participate in all camp programs without discrimination based on race, national origin, color, sexual orientation or religion. For example, residents who practice Buddhism may use the church time for meditation.
2. A healthy and orderly physical environment is provided for all residents consistent with all federal, state and local fire and safety regulations. For example, it is the responsibility of staff to ensure that all camp buildings are clean and free of hazards (security checks, fire drills, checking chores, contraband searches of common areas, etc.).
3. No resident will be subjected to either medical or pharmaceutical testing for experimental or research purposes. For example, residents will not be given placebos (i.e. sugar pills) without direction from a medical authority.
4. All youth are assured of residence in a safe and caring environment. For example, staff should use respectful language when discussing residents regardless of resident presence.
5. All residents may exercise their constitutional right to practice their religious beliefs. For example residents should be allowed a religious text of their choice. This can only be limited only by a clinical staff.
6. All residents may send and receive mail without restriction of amount, uncensored, though there will be a check for contraband by scanning for pictures and key words. For example, staff cannot have residents rewrite their letters due to the use of curse words.
7. All residents will be afforded the opportunity for daily exercise through the school physical education class and organized recreation programs. For example, removal of daily exercise cannot be used as a punisher. However, work details can be a supplement.
8. Residents have the right to be compensated for work independent of the camp. For example, if a resident obtains employment from a local business the camp does not have control of their money.
9. Residents have the right to seek redress through the courts pursuing remedies for illegal conditions or loss of rights protected by constitutional or common law. For example, if a staff were to deny a resident access to their attorney or representative.
10. All residents have access to administration through the use of the "Administrative Request/Grievance" form. For example, staff cannot ask what the resident is writing on their grievance form or encourage them not to write them.
11. No resident should be subject to unsolicited and unwelcome verbal or physical conduct of a sexual nature. For example, residents will not be made to feel sexually uncomfortable by staff commentary on their bodies.
12. Residents are allowed basic items to include clothing, linens and basic hygiene items. You will be allowed to have the minimum allowable quantity. For example, residents will not be denied a new deodorant from camp supply when theirs runs out.
13. All buildings will be adequately lit, comfortable and a safe temperature. For example, the dorm thermostat will be set to a standard temperature based upon the season.
14. Residents may not grant the staff, contractors or other entities of the Camp Power of Attorney. For example, staff cannot make medical or monetary decisions for residents.
15. Residents will have the right to participate in their treatment. For example, they may provide insight into their treatment plan, treatment activities, etc.

4 Basic Camp Rights – All Stages

- ☺ All residents will have the following items: deodorant, shampoo, toothpaste, toothbrush, and comb/brush
- ☺ All residents may have one (1) Bible/Spiritual document
- ☺ All residents will be given the opportunity to have 8 hours of uninterrupted sleep per night.
- ☺ Weekly access to storage.

Important Information about the Camp

When mailing out letters or receiving letters, you will not be placing your name on the envelope. Instead, you will be using your Camp number. The reason for this is to protect your confidentiality. Be sure you give this important information to anyone who will be writing letters to you.

The mailing address is: # **(Your Camp Number)**
c/o CSYC
1640 US Hwy 395 N. #2605,
Minden, NV 89423

The telephone number is: CSYC (775) 265-5350

Youth's Access to Administrative Personnel

Any resident who wishes to converse or meet with the Director, Program Manager or PREA Compliance Coordinator will be given the opportunity to do so. Residents will never be denied this opportunity. Residents requesting to speak to administration may use the Administrative Communication Form (meeting requests). These forms are to be available to the residents without restriction. Residents will place the completed form in the appropriate, locked box within the dormitory. Staff is prohibited from seeking information regarding the contents of the communication. Residents may also request immediate communication with administration. In this instance, a phone call will be placed to administration.

Additionally, residents have the opportunity to make a complaint via the administrative grievance form. These forms are to be used without restriction. These forms are to be used by those (staff or residents) who feel their rights have been violated. These forms are not to be interfered with and must be placed in the locked boxes.

Administration has exclusive access to the locked boxes. Administration will review the contents of the box and make arrangements to address the contents of the resident's grievance and/or communication.

Zero Tolerance Policy

China Spring Youth Camp has a Zero Tolerance Policy against all forms of sexual abuse and sexual harassment. The protection of the facilities youth against all forms of sexual abuse and sexual harassment is important. All employees, staff, residents, contract employees, contract services personnel, volunteers and visitors are subject to the Zero Tolerance Policy.

How do I report sexual abuse and/or sexual harassment?

Residents of the facility have the right to report sexual abuse and/or sexual harassment free of retaliation and consequence. Reports can be filed in the following ways:

1. Tell a trusted staff member, request a supervisor, or request to speak to a member of Administration. Administration accepts phone calls 24 hours a day.
2. Complete a Grievance form and place in the secured box.
3. Ask staff to make a private phone call and contact one of the listed outside agencies provided during intake.
4. Use the dorm phone to select a pre-programmed number:
 - Line 1 Internal PREA Message Line for PREA Compliance Manager.
This is checked by message and email by the PREA Compliance Manager.
 - Line 2 Family Support Council for Victim Services, Emotional Support, or to contact your designated advocate.
775-782-8692.
Physical Address 1255 Waterloo Lane, Gardnerville, NV 89410
Mailing P.O. Box 810 Minden, NV 89423
 - Line 3 Contact the Reno Crisis Call Center
1-800-992-5757
900 N. Virginia St. Reno, NV 89557
 - Line 4: Douglas County Sheriff's Office Investigations 775-782-9905

5. Residents may also request a private phone call to their parents, JPO, attorney, or other guardian.
6. Parents or other third parties may report on behalf of a resident using any of the contact numbers provided on the website, including contacting Douglas County Sheriff's Office.

Additionally, residents of China Spring Youth Camp will receive on going PREA Education about their protection of sexual abuse and sexual harassment from the PREA Compliance Manager or designee. The curriculum will be designed to be age appropriate and take into consideration any limitations the resident may have.

Use of Force & Seclusion Statement

China Spring Youth Camp does not use seclusion or room confinement.

Please be aware, CSYC will use force as a very last resort; however, if the situation warrants it and you are a harm to yourself or others, staff may have to utilize the least force (restraint) necessary to control the situation and prevent harm to you or others. This is for your own safety and the safety of others.

What if I have a medical need or counseling need?

The Camp has a licensed nurse and doctor available to respond to all your medical needs and in Camp, nurse services are provided minimally once per week up to two. Mental Health Staff is also available for individual and group therapy.

Be sure to report to staff immediately if you are sick, injured or require medical attention. You will need to document your concern on the Medical Request Form. There are four medical administration calls per day and arrangements can be made to attend to your medical issue. If it is an emergency or an issue, which cannot wait, inform staff immediately.

If you would like to see a Clinical Staff, please make this request to your Case Manager and they will write a referral for you.

If you would like emotional support services outside of the facility, please request an advocate through your case manager. The Camp and Family Support Council work collaboratively to meet individual resident needs. Once an advocate is established, residents may contact them by setting up an appointment through their case manager, mail, or by using the pre-programmed dorm phone line, line 2.

What If I need a haircut or my hair color is not that of a natural color?

Your hair is assessed once you arrive in Camp. Residents are encouraged to come into camp and get a standardized haircut or secure hair in a ponytail. Camp may also provided hair care outside of camp if necessary.

We expect your appearance will be one that is clean, presentable, and not hanging in your face. We will work with you one this, but ultimately, a presentable appearance is what you and we strive to convey to others.

You may get a haircut on your first home visit as a Transition with permission from Supervisors or Case Manager. Residents are to seek permission for styling parameters, but generally speaking should not be a dramatic cut, or color and should be appropriate for Camp standards.

Home Visit Program

Upon promotion to Transition Stage, every resident will be given the opportunity to participate in the Home Visit Program. This progression is determined by your Case Manager and your progress in transitioning into your home environment.

Transition	Every other weekend. 12 hour day pass from 7:00AM to 7:00PM.
Honor	One day pass of 24 hour
Honor	Progressing to Friday to Sunday home pass

The following is a list of requirements to participate in this program:

- ☺ You need to know the problem solving steps by memory by Transition.
- ☺ You need to know and how to identify your thinking errors by Transition.
- ☺ You need to know and how to identify character traits by Transition.
- ☺ Transition Stage begins the Home Visit Program.
- ☺ You have completed a sufficient portion and you are making progress in your Treatment Plan.
- ☺ You will receive satisfactory grades and are making progress in all academic classes.
- ☺ Overall behavior in the dorm is satisfactory.
- ☺ No Incident Report within the week of a home visit.
- ☺ Parents or guardians who are court order to participate must be involved and acknowledge home visit program rules and expectations.
- ☺ Once you enter the Home Visit Program, you will begin going home every other weekend pending you have met all the requirements.
- ☺ You will have outlined all the expectations and goals for every home visit. Home visits are to practice the skills you have learned in Camp.
- ☺ You will complete the individual assignment during the home visit and present it during Welcome Back Group. If you do not complete the assignment, you will not progress to the next Home Visit Stage.
- ☺ If you violate on your home pass, you will start your Home Visit Stages over and be subject to program disciplinary action as well. This will be determined by Treatment Team.
- ☺ You will be required to turn in your home visit paperwork (Weekend Reflection, Parent Questionnaire, and Individual Assignment) into the Case Manager after review from your mentor. Failure to turn in paperwork will result in consequences.
- ☺ You will meet with your mentor after a home visit. Any issues will be brought to Case Manager for follow up.
- ☺ Your Case Manager will randomly check all your social networks for compliance. You will be asked to give your ID/passwords to your social networks (i.e. Facebook, Twitter, Snap Chat, Instagram, etc.). Going on any type of social network will result in consequences.
- ☺ It is your responsibility to complete all the assigned tasks in order to efficiently progress through the Home Visit Stages. Exceptions may be considered based on resident's progress, family situation, travel distance, etc. These exceptions will be made through Treatment Team.

Furlough Program

China Spring Youth Camp's Furlough Program can be implemented to assist residents adjust to release. The Furlough Program will provide some much needed time with your family to work out struggles at home, including self-control and temptation, communication, and getting set up with services in your community. You, parents/guardians, and JPO must commitment to the rules and conditions of furlough.

Additionally, on Furlough, you are still part of the Camp; serious violations may result in revocation. Other rule violations could result in returning to camp, revisit expectations, and return on furlough. The furlough program is a time to stretch and try your new skills, but still with the security that the Camp staff are here to help.

Problem Solving Skills and Steps

The Problem Solving Steps are what you will need to learn and practice while here.

Whenever you have a problem and depending upon what level you are, you will be expected to resolve the problem using the Problem Solving Steps.

SKILL 1: STOP AND THINK

Step 1: Pay attention to your warning signs

- Physical reactions
- Risk thoughts
- Risk feelings

Step 2: Think: Reduce your risk

- Be quiet
- Get space
- Calm down

SKILL 4: THINK OF CHOICES AND CONSEQUENCES

Step 1: Brainstorm choices

Step 2: Think about consequences

Step 3: Pick a choice to get to your goal

SKILL 2: STATE THE PROBLEM

Step 1: Identify a warning sign

Step 2: Describe the situation objectively

Step 3: Identify a risk reaction

SKILL 5: MAKE A PLAN

Step 1: Identify who, where and when

Step 2: Choose key social skills that can help you

Step 3: Identify what you will do or say

Step 4: Identify how you will do and say it

Step 5: Decide on a thought to get you started

SKILL 3: SET A GOAL AND GATHER INFORMATION

Step 1: Identify a positive and realistic goal

Step 2: Gather information

- Facts
- The other person's thoughts and feelings

SKILL 6: DO AND EVALUATE

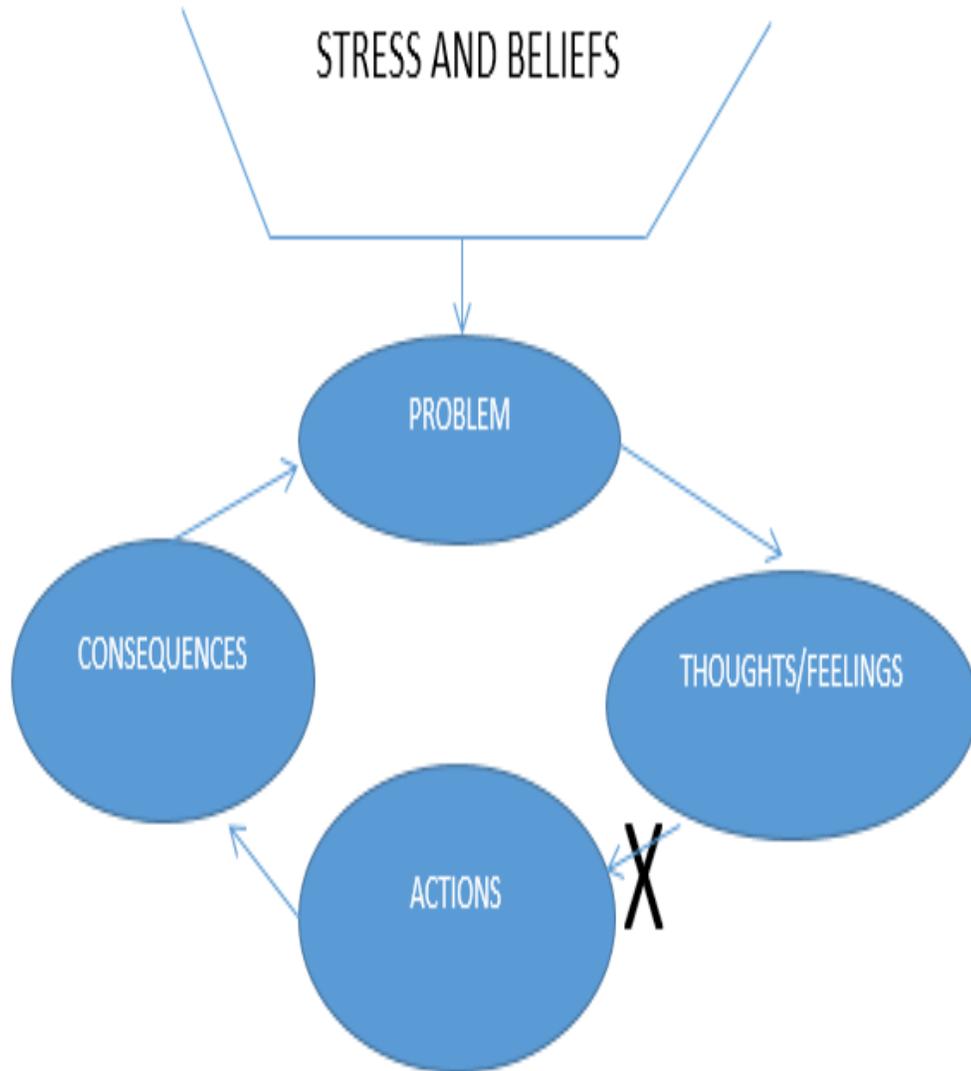
Step 1: Do it

Step 2: Ask questions

Step 3: Decide what to do next

You will also learn about the Conflict Cycle in Thinking for a Change. Everyone experiences problems, not everyone problem solves. The "X" below indicates where you should insert your problem solving steps.

Conflict Cycle



Dorm Personal Items

One item allowed unless listed otherwise. Additional items may be stored in personal bin, or secured locker. All items in room must be neat and organized and remain as such

All clothing items must be:

- ✔ Sized to fit; no baggy clothing will not be accepted. Clothing **must be logo/brand free**.
- ✔ Expensive items are discouraged and may be refused.
- ✔ It is advisable to leave tags on all new items and to save receipts in case items are refused.

All Hygiene/Health products are to be:

- ✔ In clear plastic containers; non-aerosol, non-alcoholic.
- ✔ Perfume scents and expensive items are discouraged and may be refused.
- ✔ Labels are to be intact (medications without prescriptions labels will be refused).
- ✔ No over the counter medications will be accepted without doctor's order.
- ✔ Camp will provide dental floss, sunblock, athlete's foot products & OTC's (Over the Counter Medications)

Hygiene	<ul style="list-style-type: none"> ✔ Deodorant (non-aerosol) ✔ Ethnic/Special hair products (with approval) ✔ 1 Toothpaste ✔ 1 Toothbrush (Holder okay) ✔ 2 Wash Cloth (Solid Color) ✔ 2 Towel (solid color) ✔ 1 Unscented Lotion ✔ Acne Product(s) (Discretionary) 	<ul style="list-style-type: none"> ✔ 1 Shampoo ✔ 1 Conditioner ✔ 1 Comb/Brush ✔ 1 Lip Balm ✔ 1 Bar Soap (Holder okay) ✔ 1 Body Wash ✔ 3 Hair Tie (no rubber bands or metal) ✔ Feminine Products (Discretionary)
Writing	<ul style="list-style-type: none"> ✔ 3 Pencil-non-mechanical No metal ✔ 1 High Lighter ✔ 5 Binder ✔ 3 Pens (Honors only) (no click pens) 	<ul style="list-style-type: none"> ✔ Stamps (no limit, stored in staff office) ✔ 1 Box or Envelopes ✔ Paper (limited by neatness/space)
Footwear	<ul style="list-style-type: none"> ✔ 1 Bible or Other Religious Book ✔ Drug/Alcohol Class Related Materials ✔ Book Markers (must be approved by Staff) ✔ Personal Journal ✔ Must be approved by Case Manager 	<ul style="list-style-type: none"> ✔ Stuffed animal-must be appropriate, no metal or electronics i.e. buttons, or lights) ✔ Camp Achievements ✔ Counseling Related Materials ✔ One small family photo (parents/guardians, pets OK, no collages) ✔ Honors may have family photos including pets (approval required)
Footwear	<ul style="list-style-type: none"> ✔ 1 Slippers ✔ 1 Work Boots No steel toe ✔ 1 Athletic Shoes White/Black/light grey/No logos ✔ 1 Casual Shoes White/Black/light grey/No logos ✔ 1 Shower Shoes Non-slip 	
Clothing	<ul style="list-style-type: none"> ✔ NO LOGOS (except Camp Related). ✔ Clothing must be sized appropriately. 	
Clothing	<p>Boy's Dorm Specific Items</p> <ul style="list-style-type: none"> ✔ 2 Sweat Pants black/grey ✔ 2 Sweat Shirts black/grey/no hood ✔ 2 Short black/mid-thigh ✔ 12 Athletic Socks white/black ✔ 12 Underwear white/black/grey/standard ✔ 7 T-shirts white/black/crew neck ✔ 2 Pajamas shirt & pants/modest ✔ 1 Bath Robe modest/cotton/terry ✔ 1 Winter Coat season specific ✔ 1 Beanie black/grey/season specific ✔ 1 Baseball Cap black/grey/no logos ✔ 1 Swim shorts year round ✔ 1 Work Gloves 	<p>Girl's Dorm Specific Items</p> <ul style="list-style-type: none"> ✔ 2 Sweat Pants black/grey ✔ 2 Sweat Shirts black/grey/no hood ✔ 2 Shorts black/tan/mid-thigh ✔ 12 Athletic Socks white/black ✔ 12 Underwear white/black/grey/standard ✔ 7 T-shirts white/black/crew neck ✔ 2 Pajamas shirt with pants/modest ✔ 1 Bath Robe modest/cotton/terry ✔ 2 Bra white/grey/no wires ✔ 2 Sports Bra white/grey ✔ 1 Winter Coat season specific ✔ 1 Beanie black/grey/season specific ✔ 1 Baseball Cap black/grey/no logos ✔ 1 Bathing suit one piece/modest year round ✔ 1 Work Gloves

Orientation

Reluctant Beginner

The Orientation Stage resident is new to the program and must demonstrate a general commitment to participate in the program. In addition, the Orientation Stage Resident must learn and practice positive social skills.

Requirements:

- ☺ You will need to demonstrate you accept your placement.
- ☺ You will need to begin to develop plans for the future, which are more than “just getting out of CSYC”.
- ☺ You will need to demonstrate a commitment to participate in the program.
- ☺ You will need to demonstrate a commitment to change your behavior, show initiative, and learn you can use positive skills.
- ☺ You will be expected to take school seriously and work on your educational/vocational skills.
- ☺ You will need to demonstrate you can follow directions from authority and assume responsibility for your actions.
- ☺ You will be expected to act with self-control and consider the feelings of others.
- ☺ You will need to work on behavior problems and solve these problems quickly.
- ☺ You will need to demonstrate you see and accept how your behavior affects others.
- ☺ You will need to take responsibility for your actions and not have to depend on others to behave the way you should.
- ☺ Finally, you will need to develop leadership skills and relate well with other residents in the facility, accepting constructive advice from your peers.
- ☺ You will need to complete the Orientation goals and objectives tool sheet.
- ☺ You will need to pass Orientation Mastery Test.
- ☺ You will need to complete the Orientation to Adjustment Advancement Test.
- ☺ You will need to have memorized the Problem Solving Steps.
- ☺ You will need to have memorized five character traits.
- ☺ You will need to have memorized five thinking errors

Privileges:

- ☑ Facility Sports
- ☑ Camp Jobs (must have all orientation treatment completed)
- ☑ Phone Call (Minimum of 30 days, 10 minutes)
- ☑ In-Camp Visits (Minimum of 30 days. Mondays)
- ☑ One **family** Photo
- ☑ One educational book (after all orientation treatment completed)

Staff Interaction Style:

- Telling
- Directing
- Firm
- Task focused
- Specifies the task to be performed
- Provides specific instruction and directions
- Supervises and evaluates your performance through daily feedback (character notes)

Orientation

Expectations

With **CONSTANT** staff direction, you will be expected to:

1. Comply with all facility behavioral expectations, with frequent reminders.
See Behavioral Expectations List (page 12).
2. Comply with instructions from medical staff.
Take medication, wear glasses (when prescribed, follow orders).
3. Be familiar with behavior expectations in each aspect of the program.
e.g.: education, counseling, dorm, dining room, etc.
4. Learn and follow daily schedule and routines
Wake up, school time, mealtime, bedtime, etc.
5. Remain under close supervision
You must be visible to staff at all times.
6. Get permission to move
You must ask, or be given permission by staff to move from one place to another.
7. Participate in programs
i.e. Anger Control, Skill Streaming (Tool worksheets), Moral Reasoning, Substance Abuse, Physical Fitness, Education, Cognitive Self Change
8. Follow directions from all staff.
Follow directions of Staff, Teachers, Cooks, Case Managers, etc.
9. Seek clarification from staff (not residents) if you are unclear about program expectations.
10. Be familiar with the Youth Development System.
You should know the expectations, responsibilities and criteria for advancement for each stage.
11. Be familiar with Problem Solving Steps
You should know the 6 problem solving steps.
12. Understand what short and long term goals mean
Define and describe both terms.
13. Participate in all program areas
i.e. Counseling groups, use listening skills, complete homework, participate in classroom discussions, etc.
14. Interact with staff when necessary.
You will talk to all staff when necessary.
15. Maintain good hygiene.
This includes keeping yourself and belongings neat and clean.

Orientation

Advancement Criteria:

Note: Treatment Team/Administration must approve all promotions.

Based upon staff observation, weekly progress in the program, and any other relevant information, and with staff direction, you will:

1. Have no unresolved rule violations or restrictions.
 - ➔ No outstanding Behavior Improvement Plans (BIP)
 - ➔ No outstanding Incident Reports (IR)
 - ➔ No active or pending disciplinary actions.
2. Be willing to become involved in treatment Data that supports you are participating in program activities.
 - ➔ You accept and work on Behavior Improvement Plans.
 - ➔ You are actively participating in counseling and training programs.
 - ➔ You accept and work on your case management plan.
3. Be willing to accept placement
 - ➔ You acknowledge and accept responsibility for your offense(s).
4. Begin to demonstrate basic behavior control.
 - ➔ You work on controlling impulsive behavior
 - ➔ You begin to work on positive interactions with peers and staff.
5. Actively participate in basic programs and complete minimum requirements for stage promotion.
6. Respond appropriately to staff
 - ➔ Comply with all Orientation Stage responsibilities
7. Begin to demonstrate an awareness of cultural and gender differences.
 - ➔ No put downs of anyone
 - ➔ No use of ethnic or gender slurs
 - ➔ Treat people with respect
8. Seek clarification from staff about programs expectations when you have questions or concerns.
 - ➔ You ask staff when you are uncertain about what is expected.
9. Seek staff assistance with problems and be receptive to staff working through problem solving steps.
 - ➔ You ask staff to help you with problems
 - ➔ You allow staff to work through the problem solving steps with you
10. Meet requirements of the Orientation Stage and begin to exhibit characteristics of Adjustment Stage
 - ➔ See Adjustment Stage description for list of characteristics.
 - ➔ Proficiency in Social Skills specific to Orientation Stage.
 - ➔ Pass Orientation Mastery Test.
 - ➔ Pass the Orientation to Adjustment Advancement Test

Adjustment

Enthusiastic Learner

The Adjustment Stage resident has no realistic plans for the future.

Characteristics

- ☺ You make an effort to change because you are now motivated to work on your problems.
- ☺ Even though you may still be weak in pro-social, educational or vocational skills, you have developed some important skills but need staff direction/support to feel confident in using these skills.
- ☺ In program, you follow basic rules, but do not seem to understand the reasons for them.
- ☺ You may still blame others and make excuses for your behavior, but your problems are getting less serious and happen less often.
- ☺ You resolve your problems more quickly and with less help from staff.
- ☺ You can still sometimes show impulsiveness and be negatively influenced by your peers.
- ☺ You now take some responsibility for your own behavior.
- ☺ You may accept that your behavior affects others, but do not always see how.
- ☺ You are beginning to give positive advice to others.
- ☺ You are starting to accept constructive feedback.
- ☺ You will need to continue to demonstrate your memory of the Problem Solving Steps.
- ☺ You will need to have memorized ten character traits.
- ☺ You will need to have memorized ten thinking errors.

Privileges:

- ☑ Facility Sports
- ☑ Camp Jobs
- ☑ Phone Call (one 10-min call, from Parent or Guardian, Monday-Friday if you haven't received a visit the prior weekend)
- ☑ In-Camp Visits (Visits are on Mondays)
- ☑ 1 **Family** Photo
- ☑ Out of Camp Details
- ☑ 1 Reading book from Library
- ☑ Personal Water Bottle (Clear)

Staff Interaction Style:

Coaching

Involved

Teaching

Provides specific direction and instruction but may solicit ideas from resident

Clarifies the task to be performed

Develops Cognitive Behavior Improvement(s) for residents but may solicit ideas from resident

Continues to supervise and evaluate resident performance through daily feedback (character notes)

Adjustment Expectations

With **SUPPORT** from staff, you will be expected to:

1. Follow Orientation Stage expectations.
2. Adhere to facility behavior expectations.
3. Follow staff directions.
4. Continue to seek clarification if unclear about what is expected.
5. Begins to seek advice from staff when having a problem, concern or need feedback.
6. Know and begin to use problem-solving steps.
7. Begin to resolve problems with peers and staff.
8. Begin to use pro-social skills (e.g. Anger control techniques).
9. Generally, interact with peers in a positive manner.
10. Begin to identify problems in individual/group counseling.
11. Recover from regressive behavior with high staff involvement.
12. Begin to take responsibility for inappropriate behavior and accept consequences.
13. Begin to show a willingness to follow your schedules and to be an active participant in all program areas with less direction from staff.
14. Interact positively with any and all staff, when necessary.
15. Practice learned behavior and skills.
16. Use privileges in a responsible manner.
17. Develop awareness of other cultures.
18. Begins to set short and long-term goals with high staff involvement.
19. Maintain good hygiene (Including keeping yourself and belongings clean and neat).
20. Use the problem solving steps.
21. Be able to repeat the problem solving steps when asked by staff.

Adjustment

Advancement Criteria:

Note: Treatment Team/Administration must approve all promotions.

Based upon staff observation, weekly progress in program, Incident Reports, and any other relevant information, and with staff direction and support you will:

1. Have no unresolved rule violations or restrictions.
 - ➔ No outstanding Behavior Improvement Plans (BIP)
 - ➔ No outstanding Incident Reports (IR)
 - ➔ No active or pending disciplinary action.
2. Establish a pattern of positive behavior.
 - ➔ Weekly reports from staff consistently confirm you follow rules expectations.
3. Establish a pattern of participation in program areas.
 - ➔ Reports from staff, class and logs show you are involved in program.
 - ➔ You consistently follow expectations, are cooperative and are prepared.
4. Demonstrate improvement in recovery from regressive behavior.
 - ➔ If you demonstrate a negative behavior you used in the past, you are able to resolve the problem more quickly and will use learned skills better than you did in the past.
5. Demonstrate willingness to learn from mistakes
 - ➔ You seek staff assistance to work through the Problem Solving Steps.
 - ➔ You do not repeat mistakes.
6. Begin to establish yourself as a credible, reliable and responsible person.
 - ➔ You need less frequent reminders to do what is expected of you.
7. Meet requirements of the Adjustment Stage and begin to exhibit characteristics of the Transition Stage.
 - ➔ See Transition Stage description for list of characteristics.
 - ➔ Proficiency in Social Skills specific to Adjustment Stage
 - ➔ Pass the Adjustment to Transition Advancement Test.

Transition

Cautious Performer

The Transition Stage resident is now more invested in the program and committed to work on personal goals.

Characteristics:

- ☺ You are beginning to develop realistic plans for your release.
- ☺ You have pro-social skills, but might not know how you can use them at home.
- ☺ Your educational performance is improving while your vocational interests/skills are being developed.
- ☺ You may lack confidence in your abilities and may sometimes be unsure about how your new skills can help you back home.
- ☺ In program, you follow the rules.
- ☺ You begin to accept responsibility for some of your behaviors and may resist negative peers.
- ☺ Problems are now likely to happen less often and are quickly resolved.
- ☺ You have begun to take more responsibility for directing your own behavior, as well as seeing how your behavior affects others.
- ☺ You begin to be a role model for others.
- ☺ The advice you give is usually positive.
- ☺ You are starting to accept constructive feedback.
- ☺ You will need to continue to demonstrate your memory of the Problem Solving Steps.
- ☺ You will need to have memorized all character traits.
- ☺ You will need to have memorized all thinking errors.

Privileges:

- ☑ Apply for jobs
- ☑ Armoire Decorations (Staff Approved – Inside the Armoire)
- ☑ Letter Storage (Neatly in an envelope in my storage bin)
- ☑ Facility Sports
- ☑ 1 **Family** Photo
- ☑ Out of Camp Details, Hikes, and Other Special Events
- ☑ Board Games (staff discretion), if treatment completed.
- ☑ 2 Reading book from Library
- ☑ Personal Water Bottle (Clear)
- ☑ Begin Home Visit Program (12 hour day pass every other weekend)
- ☑ In camp visit, or 10-minute telephone call
- ☑ Knitting, Sewing, or Crocheting

Staff Interaction Style:

Participatory

Involved

Assigns tasks and ask resident how the task can be done

Involves resident in problem identification and goal setting

Listens to and facilitates resident's problem solving and decision making

Works with resident to evaluate resident's performance

Transition

Expectations:

With *INPUT* from the staff, you will be expected to:

1. You comply with Adjustment Stage expectations.
2. You consistently follow all staff instructions.
3. You control behavior and display appropriate responses.
4. You recover from regressive behavior.
5. You demonstrate the initiative to ask questions when unclear about expectations.
6. You demonstrate the initiative to seek advice from staff when having a problem, concern or need feedback.
7. You demonstrate learned problem solving steps.
8. You more consistently identify your problems in individual and group counseling.
9. You more consistently interact with your peers in a positive and productive manner.
10. You displaying leadership behavior (volunteer for tasks, help peers, etc.).
11. You more consistently take responsibility for your inappropriate behavior.
12. You are accepting of consequences.
13. You are beginning to take responsibility to plan personal activities.
14. You are beginning to work toward short and long term goals, with moderate supervision.
15. You use privileges in a responsible manner.
16. You model positive behavior and learned skills.
17. You demonstrate an appreciation of cultural diversity.
18. You maintain good hygiene, keeping yourself and your belonging neat and clean.

Advancement Criteria:

Note: Treatment Team/Administration must approve all promotions.

Based upon staff observation, weekly progress in the program, Incident Reports and any other relevant information, and with staff direction and support you will:

1. Have no unresolved rule violations or restrictions.
 - ➔ No outstanding Behavioral Improvement Plans (BIP)
 - ➔ No outstanding Incident Reports (IR).
 - ➔ No active or pending disciplinary action.
2. Have less and infrequent regressive behavior.
 - ➔ Staff observations contain no references to behavior expected of a lower stage resident; or, if this type of behavior has occurred, it is an exception to your usual behavior.
3. Consistently demonstrate an ability to recover from regressive behavior.
 - ➔ If you demonstrate regressive (inappropriate) behavior, you are able to resolve the problem.
4. Consistently demonstrate skills learned in programs.
 - ➔ You demonstrate skills learned in daily living situations.
 - ➔ Proficiency in Social Skills specific to Transition Stage.
5. Actively support programs.
 - ➔ Evaluations from the Jacobsen HS show you have a positive attitude and you contribute to program.
 - ➔ You set a good example for other residents by following rules, cooperating and by being prepared.
6. Meet requirements of the Transition Stage and begins to exhibit characteristics of an Honor Stage resident.
 - ➔ Honors application must be complete.
 - ➔ Honors group must be complete.
 - ➔ Pass the Transition to Honor Advancement test.

Honor

Competent & Committed Performer

The Honor Stage resident is now responsible, demonstrating both competence and cooperation.

Characteristics:

- ☺ You are capable.
- ☺ You like as well as see value in doing the task asked of you.
- ☺ You have developed a good release plan and are taking steps to achieve it.
- ☺ You demonstrate pro-social skills.
- ☺ You are performing positively in the educational program.
- ☺ You are a reliable and dependable worker.
- ☺ You follow rules.
- ☺ You accept responsibility for your actions.
- ☺ You positively influence your peers and act in a pro-social manner.
- ☺ Problems are usually avoided. Those, which are present, are minor.
- ☺ You take responsibility for directing your own behavior.
- ☺ You recognize and articulate how your behavior affects others.
- ☺ You are consistently a positive role model.
- ☺ You give positive advice to others on a regular basis.

Privileges:

- ☑ Make up
- ☑ Hair may be worn down or styled, but it must be appropriate to camp standards and cannot be distracting.
- ☑ Choice of seating at meals (staff discretion)
- ☑ Resident Lounge
- ☑ Use of pens (no click pens)
- ☑ Armoire Decorations (Staff Approved – Inside of Armoire)
- ☑ Letter Storage in room (unlimited except by neatness)
- ☑ Choice of position in line movement (staff discretion)
- ☑ Facility Sports
- ☑ Camp Jobs
- ☑ 4-5 **Family** Photos (Pets ok)
- ☑ Out of Camp Details, Hikes, Special Events
- ☑ Board Games
- ☑ 3 Reading book from Library
- ☑ Personal Water Bottle (Clear)
- ☑ In-room personal alone time (10 minute check ins)
- ☑ Continue with Home Visit Program (overnight passes begin) every weekend.
- ☑ In camp visit, or 10-minute telephone call
- ☑ Knitting, Sewing, or Crocheting.
- ☑ May lead necessary/dorm groups per staff discretion and approval by supervisor
- ☑ Hair Products
- ☑ Button Down Shirt or Polo/Jeans (Fridays Only)

Honor

Expectations

1. Know, comply with and model all facility rules and Transition Stage expectations.
2. Demonstrate pro-social behavior.
3. Demonstrate skills in resolving problems and conflicts.
4. Use pro-social skills learned in programs, and assist others in the skills.
5. Demonstrate ability to identify your individual problems.
6. Take responsibility to recover from infrequent regressive behavior, should it occur.
7. Be willing and able to resolve problems with staff and peers.
8. Do presentations upon request.
9. Model appropriate behavior and pro-social skills. Demonstrate a positive sense of community.
10. Demonstrate the initiative to seek out advice from staff when having a problem, a concern or are in need of feedback.
11. Begin to politely offer advice and feedback to peers who are having problems/concerns.
12. On a more consistent basis, use skills that are taught in class and in-group counseling, including pro-social skills learned through special group sessions.
13. Follow all staff instructions on a more consistent basis.
14. Maintain good hygiene. This includes keeping self and belongings neat and clean.
15. Make sure dorm or other buildings are clean at all times.
16. Initiate work details.
17. Assist residents in lining up five minutes before an event or movement of the population.
18. Set the example of an honors resident ready to go home in the dorm.

Advancement Criteria

Note: Treatment Team/Administration must approve all promotions.

Based upon staff observation, log entries, activity reports, progress reports and any other relevant information, and with staff direction and support you will:

1. Have no unresolved rule violations or restrictions.
 - ➔ No outstanding Cognitive Behavioral Improvement (CBI).
 - ➔ No outstanding Incident reports (IR).
 - ➔ No active or pending disciplinary action.
2. Have little to no regressive behavior.
 - ➔ Logs and reports contain no references to behavior expected of a lower stage resident; or, if this type of behavior has occurred, it is an exception to your usual behavior.
3. Consistently demonstrate skills learned in programs.
 - ➔ You demonstrate skills learned in daily living situations
 - ➔ Proficiency in Social Skills specific to Honor Stage.
4. Meet requirements of the Honors stage and begins to exhibit appropriate behavior for release.
 - ➔ You complete a release plan
 - ➔ Pass Honors to Community test

Staff Interaction Style

Delegating

Staff defines problems with resident and sets goals collaboratively upon resident's request for help.

Staff allows resident to develop own plan of action. Resident brings plan to staff for review.

Staff delegates tasks to resident (i.e. assign tasks for resident to complete on own initiative).

Staff allows resident to evaluate their own performance and will work with resident to evaluate resident's performance.

Staff may allow resident more freedom of movement with less supervision.

Reward Based System

To provide a formal system of rewards and incentives in the dorm that provides for planned therapeutic interventions to reward responsible behavior and discourage negative behavior.

The system is dynamic, meaning it changes based on the desires, motivations, likes/dislikes of the current resident population.

The current system is based on a point system. Your points are determined by staff observations of your effort, stage expectations, staff interactions, resident interactions, time management, and hygiene/cleanliness. Your daily observation logs are scored 0 – unacceptable, 1 – not meeting expectations, 2 – meeting expectations, 3- exceeding some expectations, 4 – exceeding most expectations.

Your dorm supervisors and case managers will provide you weekly updates on the system of rewards and your points earned. Current incentives will be posted on the dorm floor bulletin boards.

Below is a non-exhaustive list of examples of rewards that have been used in the system.

▼ In Camp Visits	▼ Leisure Books
▼ Coloring Pages	▼ Video Games
▼ Incentive Groups	▼ Wood working Projects
▼ Movie Nights	▼ Wrist Watch
▼ Gym Time	▼ Alarm Clocks
▼ Drawing	▼ Game Nights
▼ Personal Blanket	▼ Nail Polish
▼ Air Fresheners	▼ Knitting
▼ Room Time	▼ Personal Water Bottle
▼ Free Talking (Appropriate)	▼ Extended Phone Calls
▼ Room Decorations	▼ Relaxed Fridays
▼ Lobby Time	▼ Help Cook in kitchen
▼ Board Games	▼ Teambuilding Activities
▼ Snow Shoeing	▼ MP3 Music
▼ Hacky Sack	▼ Challenge Course
▼ Sports	▼ Upper Level Movie Night
▼ Extra time in showers	▼ Karaoke Night
▼ Make-Up & Nail Polish	▼ Personal Plants in Room
▼ Trusted Camp Jobs	▼ Park Trips
▼ Extra Family Photos	▼ Fishing
▼ Hikes	▼ Yoga
▼ Wilderness Classes	▼ Arts & Crafts
▼ Coffee Corner	▼ Wii or hand held video games

Behavior Management

Staff are here to teach and assist residents in making positive choices, they are also here to make sure everyone is safe and following the rules as they are listed in your rulebook. Staff will use a variety of interventions starting with those that are less staff intense and less punitive to correct an unwanted behavior. If an intervention does not work and does not correct your behavior, the level of the intervention will increase. For example, if you are overheard using profanity. Staff may provide a reminder or warning based on your stage and the expectations of that stage. If you continue to use profanity after being reminded or warned, it may result in going from a verbal warning to a written warning like a mediation essay. The mediation essay will be titled Profanity. The essay will consist of telling you what you did wrong, why it was wrong, what you could do instead, and what good things happen when you do not use profanity (i.e. you make a stronger point by not being emotional, you set a better example when you don't cuss).

The goal is to correct your behavior at the lowest level of intervention possible. This will depend on you. This will also depend on your willingness to follow the rules.

Staff will also give you daily feedback. This may be verbal which is preferred, but documented as a Character Note. Character defines who you are and what character traits you possess, good or bad. Your goal should be to build positive character qualities that will in the long term change your life. Each stage is expected to memorize character traits prior to advancement. These can be found in the back of this handbook.

A Cognitive Behavioral Intervention is another way that staff will document your behavior. Also known as a CBI. A CBI is a documented intervention that staff "intervened" and attempted to help correct a behavior that was inappropriate. Again, this intervention may consist of an assignment, mediation with another person or problem solving session, a mediation essay, seating or room change, or overcorrection. Your case manager and supervisor will monitor and evaluate how many interventions you have each week. A resident who does not respond to interventions will be subject to further punitive measures where privileges and incentives can be restricted for a reasonable amount of time.

It is important to read your YDS rules. The rulebook will identify expectations (Level I Rules), Level II, and Level III rules. Any Level III rule violation will result in an Incident Report. Level II rules expand across all levels of interventions, therefore, could be an Incident Report based severity and what interventions have already been exhausted. It is best to have these conversations with your mentor and case manager so you know what to avoid.

There are certain behaviors that we cannot tolerate in camp. These include physical contact, i.e. fighting, intentionally hurting another, sexual harassment, sexual abuse or inappropriate touching, and gang violence. Participating in any of these will have stricter consequences determined by Treatment Team and Administration.

Remember, residents are here to be treated and be provided opportunity for change. In order to provide this, staff have to make sure that residents are safe and everyone is held to a standard of conduct.

The following are handouts that you will receive in Orientation and are used in most groups.

Aggression Replacement Training Skill Streaming

Groups I: Beginning Social Skills

1. Listening
2. Starting a Conversation
3. Having a Conversation
4. Asking a Question
5. Saying Thank You
6. Introducing Yourself
7. Introducing Other People
8. Giving a Compliment

Groups II: Advanced Social Skills

9. Asking for Help
10. Joining In
11. Giving Instructions
12. Following Instructions
13. Apologizing
14. Convincing Others

Groups III: Skills for Dealing with Feelings

15. Knowing Your Feelings
16. Expressing Your Feelings
17. Understanding the Feelings of Others
18. Dealing with Someone Else's Anger
19. Expressing Affection
20. Dealing with Fear
21. Rewarding Yourself

Groups IV: Skills Alternatives to Aggression

22. Asking Permission
23. Sharing Something
24. Helping Others
25. Negotiating
26. Using Self-Control
27. Standing Up For Your Rights
28. Responding to Teasing
29. Avoiding Trouble with Others
30. Keeping Out of Fights

Groups V: Skills for Dealing with Stress

31. Making a Complaint
32. Answering a Complaint
33. Being a Good Sport
34. Dealing with Embarrassment
35. Dealing with Being Left Out
36. Standing Up for a Friend
37. Responding to Persuasion
38. Responding to Failure
39. Dealing with Contradictory Messages
40. Dealing with and Accusation
41. Getting Ready for a Difficult Conversation
42. Dealing with Group Pressure

Groups VI: Planning Skills

43. Deciding on Something to Do
44. Deciding What Caused a Problem
45. Setting a Goal
46. Deciding on Your Abilities
47. Gathering Information
48. Arranging Problems by Importance
49. Making a Decision
50. Concentrating on a Task

Thinking Errors

Our thinking controls our behaviors and we think before we act. The way in which we think will determine the way that we handle situations. Individuals that think delinquent will act delinquent. "If you believe these thoughts, they become a self-fulfilling prophecy"

ALL-or-Nothing Thinking	I think of things in absolute terms, like "always", "every" or "never". If I fall short on a project I see myself as a total failure.
Overgeneralization	I take isolated cases and use them to make wide generalizations. I see one negative event as a never ending pattern of defeat.
Mental Filter	I focus on the negative or upsetting aspects of something while ignoring the rest. I selectively only hear the one tiny negative thing surrounded by all the positive things that are occurring as well.
Fortune Telling	I anticipate that things will turn out badly, I feel convinced that my predictions are already established as fact.
Emotional Reasoning	I make decisions and arguments based on how I feel rather than objective reality. I become blinded and cannot tell the difference between feelings and facts.
Shouldering	I always focus on those things I can't control. I feel I "should" be able to control everything and handle all situations both in my life and in the lives of others.
Labeling	Rather than describing the specific behavior, I assign a label to someone or myself that puts them in absolute and unchangeable negative terms.
Can't Stand it	I am intolerant when I have to do things I don't enjoy. I think to myself that I "can't stand" certain things instead of acknowledging I just don't enjoy them.
Unreal ideal	I make unfair comparisons between certain individuals and myself. I compare myself with people who have a specific advantage in some area. I make unfair comparisons which cause me to feel inadequate.
Egocentric Thinking	I think that it is important that I persuade others to think that same way that I do. If I do this then I feel that there are more people on my side and I feel as if I have allies.
Power Play	I try to dominate, manipulate and control others. I know the right way to do things but I prefer to do things "my way". I view every situation as a win or lose. I will do anything, even wrong or illegal things, to make sure I win.
Closed Channel	I am close minded. My communication is the opposite of open communication. I do not reveal my true thoughts and feelings. Also, I do not accept feedback from others.
Secretiveness	I use secrecy and secrets to control others, make myself feel powerful and to continue being a criminal. I develop secret relationships with others who I think will help me be criminal. I develop secret relationships with others that I feel I can manipulate or abuse. I also use secrets in treatment to avoid others from being able to get to know me.
Entitlement	I think the world owes me. I feel superior to others, even though I have done nothing to earn that feeling. I want others to treat me special and if they don't, I get mad and I get even.
Keeping Score	I keep track of the times another person confronts me, argues with me, or does me wrong. When I think the other person is wrong or in a position of weakness, I attack that person. I try to hurt them so I can even the score.
Selfish:	I do not show care or worry for others. I fail to consider the rights or feelings of others. I do what I want to do, when I want to do it- regardless of who I disappoint or hurt.
Hop Over	I do not answer questions when I know that the answer would be unpleasant. I hop over the question and answer a different question or change the subject. I will try to redefine the problem so I don't have to talk about things that I don't want to.
Poor Me	I try to look like I am hurt or everyone is picking on me. I try to get others to give me love and support so I don't have to be responsible. I try to get those in authority to switch from holding me accountable to becoming my rescuer.
Victim Stance	I try to replace the victim as me being the one that was hurt. When I do this I attempt to convince others that I was more hurt then the victim.

Pet Me	I do things to get others to praise me. My heart is not into what I am doing. I am insincere in my actions. I am just trying to get others to say "good job".
Mr. Good /Ms. Good	I wear a mask or false front. I give the right answer or act the right way even though that is not how I truly think to feel. On the outside I appear to be a good person but underneath is the beating heart of a real criminal person.
Confusion	I will look confused even though I really know what is going on. I will try to convince others that I do not know what to do or what is expected of me. I will use this to avoid responsibility or as an excuse for not doing what is expected.
Helpless	I act like I am incapable and unable to do what is asked. I think that if I look helpless, people won't expect much of me and I won't be held accountable.
Justifying	I make excuses or explanations for my inappropriate behaviors. I try to make something wrong appear that it is not wrong.
Blaming	I blame someone or something for causing me to act the way I did. I blame others so I can avoid responsibility for my actions.
Magnification	I exaggerate my behaviors or situations that occur. I often look at the negative things that happen and I exaggerate their importance. I look at small errors and view them as giant catastrophes.
Minimization	I discount my inappropriate behavior. I try to make wrong behavior appear insignificant. Sometimes I compare my wrong behavior to "worse" behavior so I don't appear as bad. I use phrases like sort of/ just a little/ all I did was/ kind of.
Mind Reading	I assume I know the thoughts, motives and intentions of others. I don't bother to ask others what they think or what is important to them because I believe I already know.
Anger	I feel anger in many situations or most of the time. My anger quickly becomes intense. I use tantrums, outrage and aggression to express my anger. I don't think rationally when angry. My anger leads to criminal acts. Sometimes I use anger to shift focus off of the problem or me to something else. My anger pushes me to seek revenge. Sometimes I pretend to be angry so I can justify hurting someone else.
Super- Optimism	I believe I am such a slick criminal person and no one can catch me or be wise to my criminal tricks. I am aware if I do wrong and get caught I will be punished but I think I won't get caught or if I do I can talk my way out of it.
Ownership	I view others as possessions. I act as if I have total control over another person. I ignore the fact the other person has feelings and needs. I abuse power in the relationship.
Making Fools Of	I do this in public or in my mind. I exaggerate the mistakes or weaknesses of others to put them down and make me feel superior. If done in public I do this to try and raise my status by tearing others down.
Can't Wait	I am impulsive. I do not wait for the proper time to do things. I cannot delay my desires. I want what I want, when I want, even if it is not the right time.
Perry Mason	I use legal arguments to confuse or distract others from what is really relevant. I skillfully focus on rules or morals and I hide behind them so others cannot force me to be responsible. I especially ignore the spirit of the law or rule so I can use a literal interpretation to mislead others. I divert attention from the real issues by focusing on irrelevant, nit-picking details.
Zero- State	I feel worthless, like I am a zero. I think others can tell I am a zero; or I am afraid others may discover I am really a nothing. I engage in illegal/dangerous activities so I can prove to others/myself that I am not a zero.
Uniqueness	I feel I am different from others, even though the crime may be similar. I will prove my crime is different. I think I am different so things that apply to others don't apply to me. I know rules apply to others but I believe that if people would realize how different I am, they would also realize these rules don't apply to me.
Criminal Pride	I take pride in being a criminal. My self-esteem is based on my criminal deeds and accomplishments. Criminal deeds could include criminal offences or merely breaking rules. I feel proud when I get away with things.

VISIONARY <i>is committed to growth, looks beyond problems to causes, and develops precise solutions for success</i>						
WISDOM vs. Foolishness Seeing and responding to life situations from a perspective that transcends my current circumstances	DISCERNMENT vs. Shortsightedness Understanding the deeper reasons why things happen	FAITH vs. Presumption Confidence that actions rooted in good character will yield the best outcome, even when I cannot see how	DISCRETION vs. Simplemindedness Recognizing and avoiding words, actions, and attitudes which could bring undesirable consequences	BENEVOLENCE vs. Selfishness Giving to others' basic needs without having as my motive personal reward	CREATIVITY vs. Underachievement Approaching a need, a task, or an idea from a new perspective	ENTHUSIASM vs. Apathy Expressing joy in each task as I give it my best effort
TEACHER <i>imparts wisdom, maturity, and skill to others; validates direction and ensures completeness</i>						
SELF-CONTROL vs. Self-indulgence Rejecting wrong desires and doing what is right	HONOR vs. Disrespect Respecting those in positions of leadership because of the higher authorities they represent	DILIGENCE vs. Slothfulness Investing all my time and energy to complete each task assigned to me	THOROUGHNESS vs. Incompleteness Knowing what factors will diminish the effectiveness of my work or words if neglected	DEPENDABILITY vs. Inconsistency Fulfilling what I consented to do, even if it means unexpected sacrifice	SECURITY vs. Anxiety Structuring my life around that which cannot be destroyed or taken away	PATIENCE vs. Restlessness Accepting a difficult situation without giving a deadline to remove it
SERVER <i>sees and meets others' needs, frees them to accomplish goals, and invests time and energy in their success</i>						
ALERTNESS vs. Unawareness Being aware of that which is taking place around me so I can have the right responses	HOSPITALITY vs. Loneliness Cheerfully sharing food, shelter, or conversation to benefit others	GENEROSITY vs. Stinginess Carefully managing my resources so I can freely give to those in need	JOYFULNESS vs. Self-pity Maintaining a good attitude, even when faced with unpleasant conditions	FLEXIBILITY vs. Resistance Being willing to change plans or ideas according to the wishes of my authorities	AVAILABILITY vs. Self-centeredness Making my own schedule and priorities secondary to the wishes of those I serve	ENDURANCE vs. Hopelessness The inward strength to withstand stress and do my best
ORGANIZER <i>visualizes final results and directs resources for the successful completion of goals</i>						
ORDERLINESS vs. Confusion Arranging myself and my surroundings to achieve greater efficiency	INITIATIVE vs. Idleness Recognizing and doing what needs to be done before I am asked to do it	RESPONSIBILITY vs. Unreliability Knowing and doing what is expected of me	HUMILITY vs. Pride Recognizing that nothing I have done could have been achieved without the investments of others	DECISIVENESS vs. Procrastination The ability to recognize key factors and finalize difficult decisions	DETERMINATION vs. Faintheartedness Purposing to accomplish right goals at the right time, regardless of the opposition	LOYALTY vs. Unfaithfulness Using difficult times to demonstrate my commitment to those I serve
MEDIATOR <i>is deeply loyal and compassionate; analyzes the benefits and problems of a given direction</i>						
ATTENTIVENESS vs. Distraction Showing the worth of a person or a task by giving them my undivided concentration	SENSITIVITY vs. Callousness Exercising my senses by perceiving the true attitudes and emotions of those around me	JUSTICE vs. Corruption Personal responsibility to uphold that which is pure, right, and true	COMPASSION vs. Indifference Investing whatever is necessary to heal the hurts of others	GENTLENESS vs. Harshness Showing consideration and personal concern for others	DEFERENCE vs. Rudeness Limiting my freedom so I do not offend the tastes of those around me	MEEKNESS vs. Anger Yielding my personal rights and expectations with a desire to serve
IDEALIST <i>has integrity, is open to correction, is willing to identify problems, and speaks the truth boldly</i>						
TRUTHFULNESS vs. Deception Earning future trust by accurately reporting past facts	OBEDIENCE vs. Willfulness Quickly and cheerfully carrying out the proper direction of my authorities	SINCERITY vs. Hypocrisy Eagerness to do what is right with transparent motives	VIRTUE vs. Impurity Consistently making right choices according to good character	BOLDNESS vs. Fearfulness Confidence that what I have to say or do is true, right, and just	FORGIVENESS vs. Rejection Clearing the record of those who have wronged me and not holding a grudge	PERSUASIVENESS vs. Contentiousness Guiding vital truths around another's mental roadblocks
PROVIDER <i>is resourceful, prudent, and thrifty; constantly ensures the best use of all available resources</i>						
RESOURCEFULNESS vs. Wastefulness Finding practical uses for that which others would overlook or discard	THRIFTINESS vs. Extravagance Allowing myself and others to spend only that which is necessary	CONTENTMENT vs. Covetousness Realizing that true happiness does not depend on material conditions	PUNCTUALITY vs. Tardiness Showing esteem for others by doing the right thing at the right time	TOLERANCE vs. Prejudice Realizing that everyone is at varying levels of character development	CAUTIOUSNESS vs. Rashness Knowing how important right timing is in accomplishing right actions	GRATEFULNESS vs. Unthankfulness Letting others know by my words and actions how they have benefited my life