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An Alternative Residential Education Program: An Evaluative Study

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Abstract

An Alternative Residential Education Program:

An Evaluative Study

by

Marc A. Kincaid

July, 1999

Schools today are trying to make an adaptation to accommodate all children and their disabilities. For many, the problem does not lie in a child's learning ability, but rather in their behavioral disability. According to its mission, The Ranch is committed to not only accommodating at-risk boys, but is trying to help them re-adjust and re-enter society with the skills necessary to function in every day life. The purpose of this paper is to evaluate The Ranch by examining the effectiveness of the program and its goals. Evaluation was done both Formatively and Summatively, through interviews and documentation. The researcher found that The Ranch has a variety of effective tools to evaluate and determine the progress of each boy's behavior and attitude. This study found that The Ranch is effective in accomplishing its goals and striving to complete its mission.

Table of Contents

| | | |
|-------|---|-----|
| I. | Chapter One | |
| | Introduction of Problem..... | 1 |
| | Problem Statement | 1 |
| | Definition of Terms..... | 2 |
| II. | Chapter Two: Review Of Literature | 4 |
| III. | Introduction..... | 4 |
| | Group Care vs. Foster Care..... | 5 |
| | Factors For Success..... | 5 |
| | Criticism..... | 6 |
| | Behavior Management Systems..... | 6 |
| | Behavior Level Systems | 7 |
| | Behavior Modifications Systems | 8 |
| IV. | Chapter Three: Procedures..... | 10 |
| | Subject/Program..... | 10 |
| | Setting | 14 |
| | Methods..... | 15 |
| V. | Chapter Four: Results and Discussion | 17 |
| | Entrance Procedures..... | 17 |
| | Behavior Evaluation and Progress Forms..... | 18 |
| | Description and Evaluation of the Level System..... | 19 |
| | Evaluation of Disciplines and Consequences | 23 |
| | Determining the Effectiveness of the Program..... | 23 |
| | Analysis and Evaluation of Resident One | 25 |
| | Analysis and Evaluation of Resident Two..... | 27 |
| | Evaluation of School Relations..... | 29 |
| | Summative Evaluation of The Ranch | 32 |
| VI. | Chapter Five: Conclusions and Recommendations | 34 |
| VII. | References..... | 36 |
| VIII. | Appendix A..... | 38 |
| IX. | Appendix B | 40 |
| | Form 1 | 41 |
| | Form 2..... | 48 |
| | Form 3..... | 53 |
| | Form 4..... | 55 |
| X. | Appendix C | 57 |
| XI. | Appendix D..... | 70 |
| XII. | Appendix E | 87 |
| XIII. | Appendix F..... | 106 |

Chapter 1

Introduction

The Problem

In this day and age there is an expanded interest on helping and educating all children; especially trying to cope and deal with those kids who are disruptive and at-risk of failing out of school and life. Alternative schools, after school programs and alternative home settings are examples of programs that are being tested across the United States. Cascade School District has both an Alternative School and an alternative home setting for at risk students, the latter of which is the focus of this project. This particular Alternative Residential Education Program (The Ranch) is a combination group home and foster care facility designed to aid boys in need of guidance, support, and supervision.

There are many people in the surrounding communities who do not know much about The Ranch and what its mission is. Many are uncomfortable about The Ranch and the effectiveness of its purpose. There is also a certain level of discomfort among some locals as to the type of boys The Ranch administers and accommodates, fearing that some boys may be a threat to the community. This uneasiness refers to the adage that people fear what they do not know. There are two goals that The Ranch tries to accomplish. First and foremost, the ranch tries to simulate and become, as much as possible, a functioning family. Within the group homes, the house parents try to create as much of a family situation as possible. Second, the Ranch tries, if at all possible, to ultimately return the boys to their own families.

The Problem Statement

The purpose of this project is to gain more of an understanding The Ranch, in how it works and whether or not the ranch is effective. This paper will answer the following questions: What does The Ranch state as its purpose? Does The Ranch accomplish its goals

Definition of Terms

For the purposes of this project, the following definition of terms will be used throughout the paper.

- At-risk - Refers to those students who are socially disruptive in the community, in school, or in their home lives. These students may also be failing school, be involved in criminal behavior, or have substance abuse problems.
- Group homes – Refers to places in which 6-10 boys live in one house with either one or two sets of alternating parents. These homes try to simulate a normal living family, incorporating chores, duties, recognizing and celebrating holidays and birthdays, and maintaining and enforcing discipline and behavior.
- Foster homes - Homes for boys who have progressed behaviorally beyond group homes, and are allowed more freedom in a less structured environment. Foster homes are more of an intimate family setting, and therefore are a progressive step to returning the boy to his biological parents.
- Alternative schools- Schools for students who are severely disruptive, emotionally disturbed, or have behavioral problems, and are not able to handle a regular school setting (Allen and Edwards-Kyles, 1995).
- Level Systems- A setting in which an institution can shape behavior based upon hierarchies of behavior expectations (Farrell, 1997).
- Correspondence- The relationship between what people say and what people do (Panigua, 1985).

Limitations and Delimitations

- 1) The study is limited to one Alternative Residential Education Program located in a small mountain town in the Pacific Northwest.
- 2) The size of the town is extremely small. The Ranch is nestled in a remote valley outside of town, with limited access.
- 3) There is limited access to outside supportive programs.

- 4) The researcher interviewed two Ranch personnel, three school personnel, and 2 residents.

Chapter 2

Review of Literature

Introduction

In this day and age there is an expanded interest on helping and educating all children; especially trying to cope and deal with those kids who are disruptive and at-risk of failing out of school and life. Alternative schools, after school programs and alternative home settings are just some of the programs that are being tried across the country. Cascade School District has both an Alternative School and an alternative home setting for at-risk students, the latter of which is the focus of this project. The Ranch is a combination group home and foster care facility designed to aid boys in need of guidance, support, and supervision.

Alternative schools and alternative home settings, like The Ranch, are in existence throughout the United States. Alternative schools are an extension of regular school settings, and could either be used in place of, or used in conjunction with, regular schools. The Harper Alternative School in Houston strives to "provide an opportunity for every student to achieve maximum intellectual, social, emotional, and physical growth (Allen & Edwards-Kyles, 1995)." The staff, in providing a structured and nurtured environment with clear expectations and consequences of behavior, ultimately would like each student to return to their regular school. In order to shape behavior, a behavior modification system consisting of three levels is used, in which students enter the system at the middle level and move up or down by choice. Students also receive group and individual counseling, which serves as an immediate intervention procedure if any misbehavior arises. The Harper Alternative School also offers support groups and self-help groups for parents, believing that some child misbehaviors arise from poor family support situations. Besides providing skills in how to deal with child behaviors, there are also groups to help parents who do not have the skills that they need for the work force (Allen & Edwards-Kyles, 1995). Most alternative schools or home settings use group homes, foster homes, or a combination of both to effectively treat a child.

Group Care Vs. Foster Care

Chamberlain and Reid (1998) compared the effectiveness on male juvenile delinquents of both group care and multidimensional treatment foster care (MTFC). These young men were removed from their homes due to behavioral problems, and placed in either a group or foster home that provided support, comfort, and discipline. Boys placed in MTFC were placed with community families that were recruited and trained in behavioral management methods to provide a structured life. Foster parents were to provide a clear set of rules and consequences, and to impose a three level system of behaviors and rewards. Besides being enrolled in public schools, the boys participate in weekly individual therapy sessions. Group homes, on the other hand, having 6-15 youths in each home, used a positive peer culture setting. The theory was that the peer group would influence and motivate each other to change both behaviors and attitudes (Chamberlain & Reid, 1998). Group home boys did not attend public schools, but were home schooled. It was found that, overall, those boys who were placed in foster care had better outcomes than those placed in group care. The boys in the foster homes ran away less frequently, served less detention, and had fewer criminal referrals (Chamberlain & Reid, 1998). It was also inferred that the foster parent family was the most important aspect in the boy's life.

Factors for Success

Mentoring, increasing self concept, and increasing correspondence may be a few reasons why foster parents and group home parents, and therefore alternative home settings, work. Dondero (1997) believes that mentors, acting as a role model, are one of the most important factors in halting or decreasing the drop out rate of at-risk students. Many at-risk students are lacking the adult support or guidance that is needed, which mentors provide. Mentors provide a one-on-one relationship with students, pushing them to succeed and to meet high expectations put before them (Dondero, 1997). At-risk students may also feel a lack of success in the school, the community, or in the family, therefore raising their anxiety levels, and decreasing their school performance (Krueger & Hansen, 1987). The authors also found that youths placed in alternative homes showed improvement in self-esteem, and were more able to work through their problems.

According to the authors, this was primarily due to the support, praise, and encouragement given by the foster parents.

A third factor needed for the development and success of alternative homes is the increase of correspondence. Correspondence is the relationship between what people say and what people do (the relationship between verbal and nonverbal behaviors) (Panigua, 1985). In a group home setting, correspondence was studied as a method of developing communication about chores, duties, and personal activities. Over time, it was found that correspondence training can be used to decrease inappropriate behaviors and increase appropriate behaviors, as long as the socially desirable behaviors are reinforced (Panigua, 1985).

Criticism

According to Hamovitch (1996), there is some criticism, however, about alternative programs for at-risk students. The essential goal of all programs is to reintroduce the student back into the school and the family, and to re-socialize students so that they will see themselves and education as valuable. Many of these programs fail because staff members never give these students a chance to succeed, rather seeing the students as deficient (Hamovitch, 1996). Some staff members, according to Hamovitch (1996), may ignore social, racial, or gender barriers that students may face, as well as silencing any student critique and stifling independent thinking. However, Hamovitch (1996) does suggest improvements that can be made. Students should not be limited or described in terms of economic status or social class. Also, school classes should not be organized so that students feel left out or different, but instead organized to make sure that everyone succeeds.

Behavior Management Systems

Researchers agree that the number one problem in the public schools today is discipline (Fitzsimmons, 1998; Farrell, 1997; Palardy, 1996). Researchers as well as teachers are finding that students today do not need disciplinary policies as much as they need positive behavior instruction. McDonald and McDonald (1991) indicate that all behavior, even if excessive, is by nature a way to communicate. Either the person is bored, hungry, angry, upset, or wanting attention. Positive behavior management, therefore, is based on the theory that if students feel that their needs are met; that is if

students feel safe, recognized, and involved in the school and classroom, then they will engage in appropriate behavior (Korinek, 1993). If the behavior management program relies on punitive punishment, on the other hand, it limits the options for a student. By suspending a child or expelling them from school, school personnel are increasing the risk of truancy, which can lead to more problems. Punitive punishment is also often limited and has only short-term effects on behavior (Korinek, 1993).

The emphasis of any behavioral management program should be total staff commitment, from the administrators down to the janitors and bus drivers. There must be consistency in the building, and across the classrooms. There must be clearly defined rules and expectations, clear consequences, and a support plan to deal with those students with chronic behaviors ("School-wide Behavior Management Systems," 1997). Korinek (1993) suggests that there is no single approach that will work for all students, and that the program must be individualized to meet the needs of each student. Staff, students and parents, should all be involved in the decision process of setting goals, shaping policies, and setting restrictions. In addition, Korinek (1993) suggests that teachers try to establish a personal relationship with the students and also showcase student talents and improvements. Teachers should also respond to behavior problems from an instructional standpoint, rather than a disciplinary point ("School-wide Behavior Management Systems," 1997).

Behavior Level Systems

To better facilitate a behavior management system, some teachers have also incorporated a behavior level system in their classrooms. Farrell (1997) conducted a survey of 172 teachers of students with emotional and behavioral disorders, in which he looked at the extent, characteristics, and effectiveness of a level system in the classroom. A level system is a setting in which the teacher can shape behavior based upon hierarchies of behavior expectations. Level systems have been used as far back as the mid-1800's, in which Charles Dickens (as reported by Farrell, 1997) described it for use in dealing with juvenile offenders, who through appropriate behavior were able to move up to a higher level with more privileges (Farrell, 1997). The next evolution of a level system was the Engineered Classroom. This was both an educational strategy with educational goals and methods to structure the environment to model and develop

appropriate behavior. Farrell (1997) also found that, of those teachers using a level system, the principles that govern and guide them are relatively the same. They all have a predetermined entry and exit level with graduated behavior expectations arranged in levels with reinforcements, consequences, and criteria to allow for progress through the system.

It seemed that most teachers used a four or five level system, and that the initial placement was at the lowest level. The sequence of levels was defined by an increase in behavior expectations for students and a corresponding increase in value of rewards and privileges as a student progressed through the level system (Farrell, 1997). Within each level there were clearly defined specific procedures that included a reward system, advancement criteria, a reward schedule, and negative consequences for inappropriate behavior. It must be pointed out that most negative consequences were most often natural outcomes. In order for students to advance, they had to display appropriate behavior for an amount of time and earn points, or fulfill a behavior contract (Farrell, 1997). Ultimately, the primary goal of these level systems was to change behavior. These behaviors included following rules and directions, cooperating with others, increasing and maintaining a positive self-image, and knowing the consequences for inappropriate behavior. Farrell (1997) found that in general, students' behavior moderately improved with the use of a behavior level system.

Behavior Modifications Systems

McDonald and McDonald (1991), who reported on behavior modification for individuals with developmental disabilities and behavior problems, suggest that a behavior modification plan must be able to teach people alternative and acceptable ways in communicating with others. The authors go on to suggest that there be three steps to setting up a behavior modification plan. First, an assessment of each student must take place. Second, a plan must be developed, that includes an Individual Progression Plan that focuses on short-term goals, with input from family, staff, and the individual themselves. And third, changes to the plan be made based on reviewed data and with consent of the individual

On the other hand, Palardy (1996) has identified four steps that are used in behavior modification and assertive discipline procedures. First, the behavior is

identified. Second, the desired behavior is identified, often the opposite from the behavior displayed. Third, desired behaviors are rewarded, and finally, the wrong behaviors are extinguished, often using negative consequences. Palardy (1996) feels, though, that often these practices do not work in many situations or with many students. First and foremost, Palardy (1996) feels that this system only treats the symptoms of the problem, not the causes. Palardy (1996) indicates that it is the obligation of people, whether it is teachers or counselors, to take the time and effort to find the causes. Secondly, Palardy (1996) feels that the effects of the behavior modification systems are often only temporary. If the wrong behavior is anything but casual, the symptoms will continue to arise until the causes are found. This ties in with the first criticism, that the causes must be found in order to treat and rid the maladaptive behavior. Thirdly, there is no guarantee that the same behavior modification system will be used the same way in each classroom, let alone the setting outside of school. For a behavior modification system to be even at least moderately effective, it needs to be consistent (Palardy, 1996). Finally, Palardy (1996) feels that behavior modification systems often lack self-discipline. In order to counteract this, Palardy (1996) states that educators must 1) give students an increasing role in making decisions for alternative behavior, and 2) structure the environment so that students can hold themselves accountable for their behavior.

Chapter 3

Procedures

The purpose of this project is to gain more of an understanding about a particular Alternative Residential Education Program (The Ranch), how it works and whether or not the ranch is effective. This paper will answer the following questions: What does The Ranch state as its purpose? Does The Ranch accomplish its goals?

Subject/Program

The purpose of The Ranch is to work with the boys, their families, and their problems in a positive home setting. The goal is to try to amend those problems, and to reintroduce these boys back to their family and society with the skills necessary to function and contribute to their maximum potential (D. Chitikus, personal communication, Nov. 1998).

Using these processes for gaining trust, The Ranch uses a group home approach, followed by a foster care system. There are two group homes on the complex, each with two sets of house parents that rotate every 6 days. Even though the group homes are licensed to house 12 boys, the ranch sets a limit of 8 boys per home. The parents live 24 hours a day with the boys, and are supported by staff and counselors that live elsewhere. The group homes try to operate as closely as possible to a normal family, while at the same time trying to develop within the boys a foundation of stable behavior, social skills and authority. Each boy is also required to have one hour of individual counseling each week. The group homes use a behavior modification and level system, using points and privileges that are tied into which level the child is. Each boy has an individual behavior treatment plan that is evaluated and modified every couple of months. Each plan is designed to move the child from a very structured environment to one less structured and more self-governing, and ultimately towards foster homes. Each boy has clearly laid out instructions so that there is no ambiguity, which otherwise would produce tension and frustration. Each transition, from level to level, or from group to foster care, is premeditated and planned. As stated before, each level is designed to stabilize the child and get him ready for foster care or, if possible, his biological home.

This Alternative Residential Education Program, in training the house parents, sets up a system of eight guidelines to deal with the boys. First, the parents should give love even when the child has an angry attitude or poor behavior. This love will gain the child's trust and respect, and ultimately let the child know that he is supported. Second, the parents should know as much information about the child as possible. What the child has experienced, his habits, his coping skills, and what type of situation he has come from, all help a parent connect with the child. Perhaps the most important skill the house parent needs to learn, however, is to listen to the needs of the child that are hidden behind the actions and words. Often, the child is seeking affection, control, or meaning of a situation, and if the house parent recognizes this, they will be able to better aid the child. If possible, the parent should also try to share and grow with the child and with Christ. Although The Ranch does not force the issue of religion upon the boys, being a Christian principle based setting, it tries to install the basic beliefs of caring and helping others. When dealing with consequences of misbehavior, the house parent, should as all parents, give discipline without anger, but rather with empathy and kindness. Respect is another issue in which the house parents are trained. Whatever the child's behavior or how the house-parent feels, there should be no yelling, interruptions or insults directed at the youth. By adhering to these guidelines, the boy will feel respected and will ultimately give respect to the house parents. Finally, house parents should always try to spend as much time with the boys as possible, thereby establishing a relationship based on trust, respect, and comfort.

Whereas the group homes offer a more structured environment, the foster homes offer a minimum structured environment, and are more suited towards emulating more of a family atmosphere. When placing kids with potential foster parents, The Ranch tries to make a direct match between the personality of the parents and the child. As the child is being stabilized and given more free range within the group home, he and the potential foster parents are given trial visits to become accustomed to each other. These visits are then increased in duration depending on the success of the relationship, as evaluated by The Ranch. Foster parents are handpicked, and are known directly by someone working at The Ranch. Each foster parent receives intensive training on how to relate with the boys, how to encourage them, and most important of all, how to discipline them. Once

the boy leaves the group home setting, the foster home is to fine-tune the skills already learned so the boys can eventually make it on their own, or can make the transition back to their own biological home. Each foster family is given two days off per month from the boy, which can be accumulated, to allow for a break from the sometimes struggle of dealing with the boys. Foster homes try even harder than the group homes to establish connection with the child. Holidays, birthdays, and vacations are celebrated as with any other family, as well as chores, duties and penalties, to further the connection and possibility of creating a family atmosphere.

A third type of living option that the Executive Director hopes to offer shortly, is that of Independent Living. The boys would live similarly to a college dormitory, however, on a smaller scale. Boys would live in a house with a resident advisor, not a parent, and would govern themselves, cook their own food, pay bills, and clean the house. They would have their own rooms, but share a common living and kitchen area (D. Chitikus, personal communication, Nov. 1998).

Parent Involvement

Since many of these boys come from a broken home system, whenever possible, the parents are also encouraged to participate in the boys' therapy, as well as participation in therapy and training of their own. Families are encouraged to participate and visit as much as possible, to aid the process of helping the child. There is a house on campus designed for family use, so that the child and family can live together for several days. If families are included in the therapy process, parents are given homework, which is evaluated, and the duration and frequency of visits is increased. The Ranch Executive Director (D. Chitikus, personal communication, Nov. 1998) feels that working with the entire family to overcome existing struggles helps in making the home transition a success. In this way, each boy is able to interact and work through the problems both with and without the parents.

Treatment

As stated before, The Ranch uses a behavioral modification and behavior level system. As each boy progresses through levels, the degree of strictness and discipline decreases and privileges and points increase. Points are earned for certain behaviors at certain levels and can be redeemed for certain activities and outings. Level One is the

most strict, modeling school detention. Level Two is the "normal" level, in which most boys are placed when they enter The Ranch. Level Three is the "B" student level. At this level, boys are granted a certain amount of freedom and privileges primarily because both their behavior and grades are considered above average. The fourth and final level is the "A" level. At this level, boys can participate in all activities and outings; are granted the most freedom that can be attained in the group home setting, and tend to get very good grades in school. Each boy also receives an allowance, that is based upon so many cents per point (differing for each level), that can be used to pay fines or to pay for certain activities.

Consequences can vary from very strict and severe penalties, like loss of privileges, fines and work hours, to less strict, in the form of time-out or detention. If, for some reason the boys are suspended from school, the Ranch does not further penalize them, but rather tutors them for half the day, while the other half is devoted to doing chores. In foster care, although there is less structure, parents still have the capacity to take away privileges and impose fines. Although The Ranch does not have a drug abuse or similar program on campus, it does have the capacity to deal with a variety of abuse problems through the many agencies that are in the area, if needed.

In order to gain relationships with the boys, all staff members and foster parents alike are taught to install a system called the six "C's." The "C's" are clarity, choices, compassion, control, creativity, and consistency. Each parent needs to be clear on instructions, expectations and in their listening skills. Doing so will help eliminate conflict and misunderstanding of what is expected. Parents also need to learn to give each child choices: choices for punishment, chores and for privileges. Involving the child in decision making is essential in making and maintaining healthy and trustworthy relationships. Both group and foster parents also need to maintain control over every situation, and slowly give the child control as he develops the skills to do so. Maintaining control will also aid the parent in keeping penalties and consequences consistent, rather than letting emotion and anger take control. It is also essential, as stated earlier, that when parents do give choices for consequences, they should be happy with the child's' choice and show compassion for their decision and predicament.

The Ranch has developed a strong relationship with the Cascade School District. There are monthly meetings, and weekly reports exchanged between the two institutions. Teachers evaluate and report on students' homework and behavior, while The Ranch works with the students to submit missing assignments as well as modify any behavior, if necessary. The school district and the Ranch support each other in disciplinary actions. If the school disciplines a student for a behavior, then The Ranch will not discipline again, fearing repetition will negatively impact the student (D. Chitikus, personal communication, Nov. 1998).

Restrictions

The Ranch understands that there are improvements to their system that can be made and that this situation is not the best for every boy. Placement in a group home is not necessarily the best position for all boys, especially for those that struggle with peer relationships. Also, since many boys may have had or do have substance abuse problems, D. Chitikus (personal communication, Nov. 1998) wishes to include some on-site substance abuse agencies to further enhance the ability of the Ranch to deal with these problems. Also acknowledged is the fact that many boys are staying at The Ranch until they are 18, then leaving to live on their own, and are having a hard time adjusting to that lifestyle. According to D. Chitikus (personal communication, Nov. 1998), when the boys do leave the Ranch, there will be very few that will have instant success. The basis of The Ranch is to plant seeds and to teach the values for later life.

Setting

The Alternative Residential Education Program is a non-profit child care entity, funded by both the State and by private tuition and fundraising. Both the State and private reference place boys. Payment is based on a sliding scale according to socio-economic class. The Ranch is for troubled boys coming from troubled homes, for boys that have had a breakdown in their family system, or for boys that have been, or are at risk or becoming, in trouble with the law. The Ranch does not, however, work with boys that have a history of violence, sexual problems, or would pose a threat to the community (D. Chitikus, personal communication, Nov. 1998).

Founded by a schoolteacher from Seattle, The Ranch incorporates models from other group homes, including the use of both a behavior modification and level system.

Using an eclectic philosophical approach, the ranch tries to teach cause and effect and day-by-day relationships using logical consequences. Essentially, The Ranch is trying to replace the elements that may be missing in the boys' lives. By providing a structured and stable family life, and giving positive male and female adult role models, The Ranch hopes to place the boys in an environment to learn proper values and morals (D. Chitikus, personal communication, Nov. 1998). Taking after the beliefs of Christian writer and speaker James Dobson, The Ranch believes that it is the job of a parent to gain control of the child at a young age, and to then slowly give back control as the child grows and matures. Executive Administrator of The Ranch, D. Chitikus (personal communication, Nov. 1998), believes that problems in family situations arise when the parents either fail to gain control, or return control. Therefore, The Ranch emphasizes that parents need to let the child take responsibility for certain problems and be allowed to solve them on their own with encouragement. During training, future group or foster parents of The Ranch learn that a parent needs to listen to the child's feelings, and to spend quality time with them in order to teach them how to handle those feelings. Parents are also trained to give consequences with empathy in order to connect and identify with the child's experience. Ultimately, the goal of these methods is to gain trust, so that the child will be comfortable asking the parent questions without feeling judged or lectured (D. Chitikus, personal communication, Nov. 1998).

Method

The researcher used a variety of methods to conduct this project. The primary means of gathering information was by the use of active interviews. Interviews were directed by the researcher with the use of a list of questions (See Appendix A). The researcher interviewed ranch personnel (including the executive director, the group care director), the boys themselves, and school administrators.

This project is based on the process of evaluation and assessment. There are two types of evaluation/assessment: Formative and Summative. Formative evaluation monitors progress during a unit of time. Formative evaluation can also be used to assess different aspects of a whole. Formative evaluation also provides information and evaluation of a program as it exists, and forms a basis for summative evaluation.

Summative evaluation, on the other hand, occurs at the end of a unit in time, and is used in conjunction with formative evaluation to assess the whole. Summative evaluation measures program effectiveness.

The researcher first interviewed the executive director to gain a better understanding of the background and principles of the Ranch, and also toured the facility. Next came an interview with the group care director, in which the researcher learned of the entrance procedures, the behavior level system, and the disciplinary procedures. To gain a better understanding of the type of care and instruction given by the Ranch, the researcher was also able to obtain daily, weekly, and quarterly behavior progress and goal sheets for two boys. With these papers, and through the interviews, the researchers were able to assess two questions. One, do the sheets aptly show progress or regression? Two, do the reports and the staff effectively meet the needs of the boys while at the same time meet the goals and procedures set by the Ranch? The researcher was also able to interview one of these two boys to gain his perspective. Finally, the researcher interviewed school administrators and personnel to evaluate the relationship between The Ranch and the school.

Both formative and summative evaluation/assessment were used in this project. Formative was used when analyzing the different aspects of the Ranch: behavior levels, disciplinary procedures, behavior recordings of two Ranch boys, and relations with the school. Summative evaluation/assessment was used to evaluate the program as a whole, taking into consideration the different aspects used in the formative process.

Chapter 4

Results and Discussion

The purpose of this project is to gain more of an understanding about this particular Alternative Residential Education Program (The Ranch) in how it works and whether or not it is effective. This paper will answer the following questions: What is The Ranch state as purpose? What does The Ranch attempt to accomplish? Does The Ranch accomplish goals?

First came an interview with the group care director, in which the researcher learned of the entrance procedures, the behavior level system, and the disciplinary procedures. Second, to gain a better understanding of the type of care and instruction given by the Ranch, the researcher obtained daily, weekly, and quarterly behavior progress and goal sheets for two boys. With these papers, and through the interviews, the researcher was able to assess two questions. One, do the sheets aptly show progress or recession? And two, do the reports and the staff effectively meet the needs of the boys while at the same time meet the goals and procedures set out by the Ranch? Finally, the researcher was able to interview one of the two boys and school administrators and personnel to evaluate the relationship between The Ranch and the school.

Entrance Procedures

In order to gain a better understanding about the entrance procedures as well as the process of behavior evaluation, the researcher interviewed the Group Care Director. The Group Care Director is responsible for the hiring and training of the counselors and group parents as well as the selection of the boys allowed into the program. Prior to admission into the Ranch, an assessment is completed by the person(s) currently in charge of primary care for the boy (See Form #1, Appendix B). This form is intended to assess what these people believe are the strengths and weaknesses of the boys. The form asks the parents or guardians to describe what the behavior(s) are, in what situations the behavior(s) are exhibited or not exhibited, an apparent pattern to the behavior(s), and any correlation between the behavior(s). The second step to admission into the Ranch is an interview with the family and the boy, in which the Group Care Director talks about the

program. Throughout the interview, the Director is looking at the boy's attitude towards change and his own perception of his issues (M. Nash, personal communication, May 1999). The Group Care Director will not take any boys that are totally defiant to coming to the Ranch. There are also other criteria that could eliminate the possibility of the boys entering the Ranch program. These include: any boys who are adjudicated sexual offenders; boys with known aggressive sexual behaviors; boys that first need drug or alcohol addiction help; and any known weapon based violent boys.

Overall, the researcher feels that the entrance procedures are very well documented and thorough. It is essential to note that when the parents, or guardians, are detailing the background of the boy and the problems he has encountered, the form also requests the parents to list the boys' positive attributes and accomplishments. The researcher feels that, not only does this remind the parents that the boy is not all bad, but also gives the Ranch personnel some information on which to start building a relationship. The Ranch personnel can not only use this information to access problems, but to also offer as potential privileges and rewards. It is also comforting to know that the Ranch does not accept certain types of boys that could be a potential threat to the surrounding community, or to the school the boys attend. This information would be beneficial and comforting if The Ranch were to make some kind of publication that is accessible to surrounding community.

It is the recommendation of the researcher, though, that this information be shared with the boy. If the boys are to be involved in every step of the process, he should also know how his legal guardians feel and think.

Behavior Evaluation and Progress Forms

Once the boy is accepted into The Ranch, the first objective is to set goals. These goals are highly individualized, and are geared around the behaviors that are known and exhibited by the child. These initial goals are set jointly by the boy and his counselors, and then are shown to the parents for any contributions. Comments and new goals are added based upon the information that is given weekly to the counselors and staff (See Form #2, Appendix B). There are also goals when working with the family, and these are also evaluated every quarter. It is important to note that the boy is involved in the whole process of setting and monitoring progress towards his own goals.

These quarterly goals are then transferred into weekly plans for implementation, which are used by both the house parents and counselors. These weekly evaluations are filled out on a daily basis and are available for the child to see. The daily form (See Form #3, Appendix B) is a rating in which the boys are assigned a number of points ranging from 1-3, in three categories (attitude, behavior, and responsibility). A trust rating for the week is also required to be completed. A trust rating is a 0-10 scale, and communicates the extent to which the staff members that are working with the boy: trust him to make positive choices; believe that he is working on his own personal issues; and recognize improvement. There is also a space for both positive and negative comments explaining the reasoning behind the points awarded. These points eventually help consider at what behavior level the boy has reached. There is also a nightly form filled out by the house parents, in which they comment on how well the treatment plans are progressing for that week (See Form #4, Appendix B). This way, prior to the weekly meetings with the boys, the counselors can review the point chart and the nightly and daily reports, along with the counseling session, to determine how well the child is progressing (M. Nash, personal communication, May 1999).

Nash (personal communication, May 1999) also told of an end of the week report, to be completed by the house parent, which is yet to be implemented. This would be more of a check-off report, which covers behaviors and issues exhibited that are not covered in the daily reports, and also includes any legal, out of school, sexual, or Level One (consequence level) problems that the boys encountered throughout the week.

It is the researcher's feelings that these forms are complete, essential, and therefore effective, because they maintain a means of communication and correspondence between the boy, the house-parents, the counselors, Ranch personnel, and the family. By opening up an effective means of communication, The Ranch is becoming more effective in accomplishing its goals of reuniting the boys with their families.

Description and Evaluation of the Level System

Using this description of the different behavior forms, and knowing the processes of evaluation of behavior improvement, it is the feeling of the researcher that the Level System used at the Ranch should be evaluated.

The Level System (Appendix C) that is used at The Ranch is comprised of 4 levels, in which movement is based upon a point chart in which three categories are graded, a trust rating, and the written comments of house parents and counselors. At an initial glance, the level system seems like a grading scale in any school, which in essence, it is. There are privileges and allowances awarded based upon the number of points accumulated daily and weekly, and consequences incorporated for not following the guidelines. It is important to note that the guidelines give reasoning behind the scores, especially since the procedures to move up the scale tend to be subjective. It is of equal importance that the Ranch has also clearly stated for the staff, the boys, and the family what the procedures and privileges will be for each level, so they know what to expect. If boys are not able to maintain the appropriate points and trust level, they are put on probation (moved down a level) for one week. If they are still unable to maintain the level requirements, they are placed on Level One. The following paragraphs will give a brief description and a subjective and formative evaluation of each level.

Level One is the discipline level, and usually lasts for one week, at which time the boy will return to his previous level status. Although the boys on Level One still receive an allowance, they are to be under the direct supervision of the staff, are not allowed to play any games, and are confined to the house. Boys are placed on Level One if they fall below 50 points for the week, are defiant, suspended from school, come home with a tattoo or any body piercing, caught fighting, stealing or causing damage, or are using unauthorized and illegal drugs (See Appendix C for complete list). Although most of these offenses seem reasonable, there are some for which the researcher finds hard to understand the basis. For example, Level One seems a harsh penalty for piercing or tattooing their body, especially if given the fact that Level One is more strict than the normal “grounding” procedure used in many households. Although this may reflect the policy of the Ranch, the researcher is of the opinion that this policy limits the boys’ freedom of choice and the ability to make mistakes. Why punish them short-term, for an action that they will have to live with the rest of their lives? Also, the Executive Director stated that boys were not further punished for their actions at school. By placing the boys on Level One for an action that happened at school seems like further punishment.

Otherwise, the offenses, and the consequences for those offenses seem adequately defined.

Level Two is the level at which the boys enter on admittance to the Ranch. Criteria and privileges include, maintaining a minimum of 50 points per week; being placed under the supervision of Ranch personnel while at the Ranch; allowed to make two long distance phone calls home per month; allowed to go on outings and after school activities; and allowed the use of the game room (See Appendix C). Although the Ranch's entrance level (Level Two) is contradictory to those suggested in the Review of Literature (Level One), the processes and guidelines are similar. This level, according to the reactions of the researcher, is very similar to that of the basic guidelines set up for a young man, and the punishments he might endure in a normal home setting. This is however, a restricted environment, and could possibly be a shock to the boy when he first enters the program. This is especially true if the boy was used to lot of freedom at his original home. The researcher believes that this level is ideal for boys entering the program for two reasons. First, the level subjects the boy to an environment that they will have to adapt to quite readily in order to survive. And secondly, the level subjects the boy to an environment that he is not used to, will fight to get out of, and could also potentially bring to surface the behaviors that require changing more rapidly.

Level Three is the most similar to a normal living situation, albeit with some limitations and restrictions. In order to gain this level, boys must be able to acquire 70 points per week, and a trust level rating of five for two weeks. At this level, the boy is under general staff supervision, allowed four long distance calls per month and unlimited local calls to friends, can make use of the Computer, and can attend social or sporting events as well as participate in after-school sports and activities (See Appendix C). It is the researchers' impression that this level reminds him of his own adolescence. It appears that this level is like living in a normal every day functioning family, having to ask permission to attend activities and sharing costs for personal items. But, this level differs in that there are restrictions as to how many times or how often a child can do something. There is still that feeling that the child's actions and reactions are being watched continuously. However, it is the recommendation of the researcher that this level not change. Although the boys are allowed some freedom and responsibility, they

still need to be watched and evaluated for further changes that may need to take place. The boys are still in danger of behavior regression, or being subject to a repeat of behavioral inclinations, further supporting the recommendation, and reinforcing the already installed policy of limiting activities and privileges.

Level Four is the highest level that the boys can attain while at the Ranch group homes. In order to achieve and maintain this level, the boys must maintain two weeks of 75 points per week, and have a trust rating of seven or more. While on this level, boys are allowed to leave the Ranch property with permission, allowed to hold a part time job, allowed to go on dates, and allowed the use of Ranch snowmobiles and motorcycles (See Appendix C). This is the most liberal level, allowing the boys the most freedom, while at the same time allowing the Ranch personnel to evaluate him in a variety of potentially testing situations to determine how well his behavior is progressing. Essentially the boy treated like a young adult, with few restrictions. The researcher feels that this level is extremely valuable as a resource to determine how the boy may survive in the world once he has left the Ranch. It also has the ability to allow the boy to evaluate himself.

Overall, the level system seems like it is geared towards the development of a child over a period of years as he/she grows up in a normal family situation. Level One could be equated to young children who need a lot of guidance, while Level Four could be equated to a teenager or young adult living at home during the last couple of years of high school. Although this may seem degrading to the boys since they are not that young, the researcher feels that the level system is sensible and sound. Even though the boys may be of certain age, their behavior may not be comparable to their age, so much so that boys may exhibit a behavior that is much younger than their actual age. Therefore, by looking at the system according to the behavioral age of the boys, rather than their physical age, the system makes sense. The researcher, however, has one final suggestion. While the boys are on any one level, allow them to experience life on the next level for a couple of days or a week, to allow time for them to adapt, and also for the Ranch personnel to determine whether or not he is ready to proceed to that next level. This may eliminate the possibility and embarrassment of the boy having to be placed on probation or Level One if he fails to earn the required points to sustain at a particular

level. This could also help the boy's self-esteem, and encourage him to continue trying before reaching the next level.

Evaluation of Disciplines and Consequences

The goal behind The Ranch behavior management system is to try and teach the boys morals and ethics for life in the real world. The Ranch tries to teach the boys to respect themselves and others, to make positive choices, and to have the ability to differentiate between the right and wrong action (See Appendix D: Management and Discipline). The behavior management system and discipline procedures outline actions and guidelines that should and should not be taken by staff and personnel, and are also available to the boys so that they are clear with no misunderstandings. The consequences and procedures are based on logical and natural consequences, and lays a foundation for dealing with behaviors. These procedures range from verbal communication to termination from the program (See Appendix D for complete list) depending on the severity of the behavior. Each procedure is explained with guidelines and protocols that deal with enforcement, severity of punishment, and length of punishment. The packet also describes a list of possible and most likely common offenses and a set of consequences for each offense.

Again, the researcher is impressed that the standards and procedures are clear and understandable. This is essential when dealing with behaviorally challenged boys to avoid any misunderstandings and conflicts. When these procedures are looked at without knowledge of which they are for, one would think that they are a bit harsh and subjective. But again, the researcher must emphasize that the common person must look at the population with which the Ranch is dealing. Even though the researcher can attest from personal experience that these boys are not "bad," they are boys who are in need of a strict environment to help them confront their behavior and social problems.

Determining the Effectiveness of the Program

There have been questions raised as to how effective the program is, since it is based on a level and reward system. The issue of concern deals with the question: How does the ranch know the boys are not faking their behavior progress just to attain the rewards? When confronted with the question, M. Nash (personal communication, May 1999) explained that he expects the boys to exhibit rapid progress to gain rewards at first,

because it is a basis of human nature. It is human nature to stay away from consequences at all costs, even if it means putting up a façade of behavior improvement. M. Nash (personal communication, May 1999) suggests that this is happening because boys are trying to solve their own problems, or are trying to show that they do not have any problems, and therefore do not belong at the Ranch. The Ranch combats this problem naturally, in the way it is set up. Since the boys are here for a set amount of time to begin with, and since the atmosphere is so similar to a family setting (which is a goal of the Ranch), ultimately the behaviors will be exhibited. The child will start to transfer his ideas of "Mom and Dad" to this environment and family setting because it is so real. Nash describes the first couple of months as the "Honeymoon" period; a period in which there is no trouble exhibited from the boy. Ultimately, the honeymoon period comes to an end because the child does not have the skills to keep up the façade, and will eventually have to confront the same problems he had at home. To further explain, M. Nash (personal communication, May 1999) gives an example. If a child truly has a problem with authority, it will eventually surface because the Ranch personnel will put him into real life situations in which the boy will run into issues that he does not like, and in which behavior will show itself. This also has its advantages in that the boy will realize he has a problem, and this gives the Ranch a foothold with which to work together with the boy to solve it.

Another indication as to how well the behaviors are changing, are home visits. The boys are sent home for the weekend with homework for both the parent and child. After the weekend, both the parents and boys are asked for an assessment of the weekend. Furthermore, behaviors will also start to rise because the Ranch, according to M. Nash (personal communication, May 1999), is too much of a pressure cooker. It takes too long to move from one level to the next. Ranch personnel are not just happy with outside change, and will continue to create situations for a couple of months before there is any consideration for a change in behavior level. The premise is that the boy will not be able to cover up for such a long time and maintain his façade unless he actually has made a positive change (M. Nash, personal communication, May 1999).

Although at first skeptical, the researcher concluded that the theory of transference is accurate. The process in which the Ranch slowly brings the boy into

contact with a variety of different issues that “test the waters” to see how the boy is developing mentally and physically, is not only effective, but essential. There is no better way to completely determine whether a boy has truly tried to deal with a personal problem, than when he has to deal with real and stressful situations. It is also noted that the Ranch does expect and acknowledge that there is a time period in which the boy does not exhibit negative behavior, and will act in a positive way in order to achieve the desired privileges. It is also important to note that the Ranch does not take this as testimony that the boy has actually changed, thus defending its stance that the level system and behavior modification system works, without cause for concern that the boy is putting up a façade.

Analysis and Evaluation of Resident One's Behavior Progress Forms

After describing and evaluating the different components to The Ranch, the researcher felt it would be beneficial to analyze the progress of two boys to help evaluate the effectiveness of the program and the behavior recording sheets. Resident One is an adopted child who had been sexually abused by his adopted father at an early age. After the divorce of the parents, and the ultimate overturned ruling allowing the father to see the boy, inappropriate behaviors started to reappear. A defiant attitude as well as an argumentative nature started to develop, along with physical aggressiveness and damage to property. Ultimately, student one was accepted into the Ranch in August of 1998.

The Quarterly report (See Appendix E) shows that when Resident One first entered The Ranch, he did not exhibit his behaviors until a couple of months later. Since then, he has improved slowly but steadily, with a few setbacks. From the quarterly reports one can also see the progress he has made upon his goals, and determining those which with he still has problems. The researcher was pleased to see that his initial goals dealt with the most important and problematic behaviors as described and suggested by the Entrance Assessment Sheet. However, neither the goal sheet nor any other behavior-progress sheet touches on the issues of sexual abuse that the student endured while a young child. Even though there is no specialized care like that offered at The Ranch, the researcher suggests that at the very least the counselors try to approach the subject in the weekly meetings.

When comparing his quarterly report with the weekly and daily progress sheets from November and February, the researcher found a slight regression in behavior, but attributed this to the end of the "honeymoon" period. It was, however, difficult to accurately chart his progress from the weekly and daily progress sheets due to the inconsistency in completion of the reports. There was a difference in the way each set of house parents complete the forms. Some house parents wrote a few phrases or comments, while others made many comments about the behavior and attitudes of the student, allowing the researcher, and anyone else, to determine how the boy progressed through the week. Although there is some discrepancy in the completeness of the forms, the researcher was able to see a difference in attitude and behavior when Resident One was placed on Level One probation. Resident One significantly improved his behavior to regain the Level Three status and the privileges associated with it.

In May of 1999, Resident One's goals were re-evaluated and re-established. Although it seems that it may have been a little soon to implement change, the goals were in actuality revised and re-written. It is the suggestion of the researcher to be careful when implementing change so as to avoid confusion and misunderstanding.

After looking at all the information and behavior progress sheets, the researcher was surprised to that there are no set standards for completing these forms. Sometimes it was unclear why Resident One got knocked down a few points when only a single comment was made. Also, minor offenses or disciplinary procedures may have been omitted, and no one outside of the house parents would be knowledgeable. It is the recommendation of the researcher that The Ranch might consider some guidelines to completing these forms to increase communication and understanding of why a resident received the amount of points for that day.

It is also the suggestion of the researcher to maintain a strong focus on the goals after the re-evaluation process. Although Resident One may have exhibited that he had accomplished a goal, there is nothing from preventing that issue to arise again in the future. It is therefore recommended, and this may already be in effect but not documented, that The Ranch continues to stress the importance of these goals by referring to them in the weekly and daily reports. Overall it seems that Resident One is

making progress, but as the house parent says, "he has not been put in any 'high stress' situations as of yet."

The researcher found that after talking to Resident One, it is evident that he thinks that the Ranch has helped him a great deal. Resident One understands why he is at the Ranch, stating that he "really messed up at home." He was not listening to his parents, and had no direction in his life. After being at the Ranch for a year, Resident One has developed a new relationship with his parents, found new respect for them, and finds it easier to get along with them. Resident One acknowledges that The Ranch has helped him to "control his violence, quit using drugs and smoking, and has made him more calm and in control of his emotions." He hopes to go home by next winter, and would have been at home already if it were not for his academic trouble in school. When asked if the Ranch is simulating the family environment it strives to accomplish, Resident One agrees to a point. He states that the house parents are like real parents, but the other boys in the group home are more like friends than family members. Overall, Resident One likes The Ranch program, especially the activities that the boys participate in, but finds it hard sometimes to get along with everyone at the Ranch, stating "sometimes they can be real annoying, but I have to cope anyway."

Analysis and Evaluation of Resident Two's Progress Reports

Resident Two was abused as a child, both through neglect and physical abuse. This has led to developmental problems, and a problem in forming bonds with peers and adults. When Resident Two first came to The Ranch, he stole frequently, and reacted verbally and physically when he was defiant. Overall, as described by his guardians, he is a good student who receives good grades if he applies himself, but he has problems with authority, especially at school. Resident Two was also on probation when he entered The Ranch.

From his Quarterly Report, which has been updated four times (September, December, March, and June) in the last 10 months, it can be seen that Resident Two has had periods of success and regression. When Resident Two first arrived at The Ranch, he was openly defiant to staff, school staff, and antagonized his peers. He did not understand that he had problems, and had little respect for anyone. He had problems in school, and was ultimately required to have a Daily Progress Report, in which the

teachers detailed his behavior and work ethic in school, as well as any homework he may have. The resident then received consequences or rewards accordingly. After three months, Resident Two showed tremendous improvement in his academics, so much so that he was taken off the Daily Progress Report. He was also less antagonistic towards his peers, and showed signs of building relationships with peers and teachers. He was becoming less defiant and disrespectful to authority, and his perchance for stealing had all but stopped.

Unfortunately, after the Christmas break, Resident Two seemed to have spiraled downward. The reports indicated that he had been in a more negative mood, and was once again becoming increasingly antagonistic towards his peers. He also apparently lost the bond he had formed with his teacher when he threatened his teacher. He also ran away for a period of three to four days (it is unclear from the documentation how long he was actually gone). The reports and counselors also told of a lack of respect and refusal to work through problems. It is clear that something must have happened over the Christmas break to create such a change in behavior. It may have been because he did not want to come back, or it may have been because he was gone for so long, he was reacting to the difference in the level of freedom and authority that he was being granted. In any case, the researcher was surprised to find that there does not seem to be any documented attempt to find why his behaviors escalated and his progress deteriorated. It is important to note though that the counselors, through inference, indicated that it was difficult to talk to him because he was so closed off.

However, according to the latest quarterly report (completed in June, 1999), Resident Two has started to make gradual positive progress. There is some discrepancy, however, between the Quarterly report and the weekly and daily progress reports. The researcher found that the Quarterly report stated that Resident Two was still having problems with authority, and was still defiant in accepting responsibility and working through problems and daily issues. In contrast, the daily and weekly progress reports, that were filled out for a period of three weeks prior to the Quarterly report, suggest that Resident Two has not "blown up" as often as the Quarterly report suggests. Also, the daily and weekly progress reports show that he was only put on Level One once for a period of three days, whereas the Quarterly report suggests that he displayed behaviors

that should have placed him on Level One more often. There were also reports on the daily and weekly reports that suggested that when Resident Two did have issues of defiance and antagonism (two documented occurrences), he responded to authority positively and in a good manner. There was also repeated documentation of house parents acknowledging that Resident Two was “relaxed and happy,” and “did well with peers today.” Since the researcher only has the Quarterly report to determine the behavior patterns before this final three weeks, it must be assumed that the Quarterly report is reflecting a majority of that time (April through May) instead of the final three weeks. But it is the perception of the researcher that the Counselor writing the report would want to mention the apparent progress of Resident Two in those last three weeks.

Although the researcher acknowledges that one cannot put everything into writing for a period of three months, it is the feeling of the researcher that it is important to address some of the accomplishments that Resident Two has made, especially those in the last three weeks of the Quarter. It is the thoughts and recommendations of the researcher, that doing so would comply with the standards set out by The Ranch, for all staff to not only mention negative happenings, but also positive gains and attitudes. Even though it seems as though the Counselor completing the Quarterly report may have forgotten this aspect, it is still emphasized and documented by the house parents.

Evaluation of School Relations

After interviewing The Executive Administrator and the Group Care Director, and finding out as much about The Ranch as possible, the researcher felt it important to gain the insight of administrators and personnel in the school district. The principal of Cascade High School, B.Wadlington (personal communication, Nov. 1998), feels the greatest asset The Ranch displays, is it's strong parenting skills. If a situation arises in school concerning one of the boys, one call will automatically attain a response. More than any other parents in the district, the group home or foster parents are the best teams to work with. All work in the best interest of the child, and even though the school and Ranch may not agree all of the time, they will find common ground upon which to agree (B.Wadlington, personal communication, Nov. 1998). Fortunately, the only part of The Ranch the principal does not like, is the distance in miles the Ranch is from the school. Although B.Wadlington (personal communication, Nov. 1998) recognizes that this is

essential in making the program work, he also knows that this raises the potential for problems due to transportation time. Keeping a child on a bus for 40 to 60 minutes is very challenging to a child with behavioral problems. Also, although B.Wadlington (personal communication, Nov. 1998) can call and expect an immediate response to a problem that may arise in the school, he also knows that it will be at least 40 minutes before a parent, counselor, or administrator can come down to deal with the issue.

B.Wadlington (personal communication, Nov. 1998) does feel that The Ranch is a great asset not only to the school system, but also to the boys themselves. Weekly progress reports are sent to The Ranch, and if a student is failing, actions are taken. It is a privilege for the boys to attend school, therefore any student failing receives intensive tutoring at The Ranch until the work is made up. The negative consequence to this action is that the boys end up missing the present work. B.Wadlington (personal communication, Nov. 1998) feels though, that this is not as important as is the message that boys cannot fail and not do work. To make up the present work, boys are required to either come early, or stay after school. The Ranch, according to B.Wadlington (personal communication, Nov. 1998), is also very supportive of co-curricular and extra-curricular activities, allowing the boys to participate as long as they have reached a certain behavioral level.

According to B.Wadlington (personal communication, Nov. 1998), there are two basic characteristics to behavior, innate and coping skills. Innate behavior is that behavior in which we know already, or have learned through watching others and copying. Coping skills, however, are those behaviors that one exhibits to get through a tough situation, or to survive. A person may not actually change their moral or ethical beliefs, but they are changing their behavior to gain the rewards and avoid the consequences. Therefore, B.Wadlington (personal communication, Nov. 1998) feels that it is all right for some of these boys just to develop coping skills, rather than learning what is correct on an ethical or moral basis. He feels that very few boys act correctly because they know what is morally the right or wrong thing to do, but rather exhibit the behavior to gain the reward. B.Wadlington (personal communication, Nov. 1998) also believes that over time, as the boys carry on the facade, they will start to intrinsically learn what is the right or wrong action to take in a certain situation. Therefore, these

coping skills become innate skills. This same belief can also be applied to teachers and school. Teachers are primarily teaching coping skills so that those future adults can survive in this world.

Similar to B. Wadlington, J. Johnson (personal communication, Nov. 1998), the Assistant Principal at Cascade High School, also feels that The Ranch contains the most consistent and supportive parents that he works with. J. Johnson (personal communication, Nov. 1998), knows, that as the primary disciplinarian at the High School, if he calls there is consistency in interaction, follow-through procedures, and expectations with the boys. This, he feels, is what makes The Ranch successful. Overall, J. Johnson (personal communication, Nov. 1998) has a very upbeat attitude about The Ranch, the only criticism being that he feels that sometimes The Ranch administers to some very difficult boys. He does submit, though, that he would rather these boys come from The Ranch than come from another household (J. Johnson, personal communication, Nov. 1998). The assistant principal also wishes that he could have more support from the school and the district to help the boys transition into the school more easily, fearing that some boys may have a hard time entering. Since J. Johnson is the primary disciplinarian at the High School, he meets every month with counselors from the school and Ranch personnel to discuss each student. Knowing the boys need a lot of attention, J. Johnson interacts with both the Ranch and the boys themselves. If at all possible, he will interact with the boys outside of school to try and establish and maintain a healthy relationship. Since school is usually a major issue with these boys, and because The Ranch is so committed and supportive of the boys and the school, J. Johnson (personal communication, Nov. 1998) feels obligated to work with both the boys and The Ranch as much as possible to be consistent and fair.

K. Powers (personal communication, Nov. 1998), a Cascade School District Counselor, has high regards for the Ranch, feeling that it is a great environment for young men from a therapeutic treatment standpoint. It is he feels, a unique setting allowing access to many activities and programs to further its success. There are, however, a few shortcomings and concerns he has about The Ranch. K. Powers (personal communication, Nov. 1998) wishes that there could be more access to services that are not offered on-site. He has concerns that a large number of the boys have drug

and alcohol problems and that a behavior modification system is the end-all answer to these issues. He has heard first hand accounts of boys lying and manipulating counselors in order to work around the system to gain the rewards. K. Powers (personal communication, Nov. 1998) feels that the boys are learning behavior contrary to what the Ranch has intended. Furthermore, he feels that the behavior modification system installed at The Ranch fosters this type of manipulating behavior, as opposed to an intrinsic change that is needed to take place. K. Powers feels that in order to combat this situation, the Ranch would benefit from implementing an eclectic approach, incorporating a variety of modalities and treatment options. Overall, K. Powers (personal communication, Nov. 1998) feels that The Ranch does work, but there is room for improvement. He does recognize, though, that the differing viewpoints arise from different philosophical beliefs.

Summative Evaluation of The Ranch

Overall, the researcher is very satisfied with the progress and the direction that the Ranch is taking. After spending some time both at The Ranch and at the local high school, it is evident, especially after interviewing a couple of residents, that the Ranch is efficient and productive in accomplishing its goals. Resident One, as well as a Foster Home child, have spoken fondly of the Ranch, stating that it has helped them deal with their behavioral problems, and has allowed them to see the direction they were taking and make a change for the better. Both boys liked the activities they are allowed to participate in, but both also stated that it is sometimes hard to get along with everyone in the group homes. Even though this comment could be an argument for improvement, it is the recommendation of the researcher that the group homes not change. By forcing the boys to deal with situations and people that they might not necessarily get along with, The Ranch is indirectly preparing the boys for real life. Although there was a comment on the strictness of the environment, neither of the boys complained on the Behavior Modification and Level System, indicating that most boys accept and follow the guidelines set out by The Ranch.

The researcher, therefore, concludes that The Ranch is consistent in meeting its goals, and has the ability to help even the most behaviorally challenged boys. To the best of its ability, The Ranch offers a unique setting in which it offers a family situation in

which to work with each boy, and is also consistent with its goal of returning each boy to his biological or legal guardian.

Chapter V

Conclusions and Recommendations

It is the conclusion of the researcher that The Ranch, as a whole, is effective and is accomplishing its set mission and goals. Each step, from entrance to exit, is laid out in a clear and precise format. The level system and the behavior modification system, albeit a few recommendations, are clearly stated and the procedure for the use of each is clearly defined and documented. The progress reports of the two students clearly show and document the progress, or lack of progress that each boy is making, and is supported and defended by daily, weekly, and quarterly reports that are filled out by those people who are working directly with the boy. There is also conclusive evidence that The Ranch and the local school district have maintained and continue to maintain a positive relationship, each contributing to the others success.

There are, however, a few recommendations that the researcher has for both The Ranch and for any additional research.

- 1) The Ranch should consider engaging the community in the education and socializing process of the student and the goal of helping the student adapt and function in the outside world.
- 2) The Ranch should consider developing some sort of criteria or guideline for filling out and completing the daily and weekly progress reports to ensure accurateness and consistency.
- 3) The Ranch should consider the suggestion that each boy, prior to moving up a level, be given a trial period to determine if the boy is ready and to avoid any potential embarrassment.
- 4) It is the suggestion of the researcher that any further evaluations or investigations into this particular Alternative Residential Education Program should be compared to other programs within the region and throughout the state.

It is the suggestion of the researcher that any additional research should include an analysis of the foster care system of The Ranch

- 6) It is the suggestion of the researcher that any additional research conducted should include a temporary stay at The Ranch, if at all possible, to completely determine the effectiveness appropriateness of the Level System, the behavior modification system, and the progress reports.
- 7) The Ranch should consider charting behaviors and graphing trends in behavior as a supplemental record to the daily, weekly, and quarterly progress reports.

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School-wide Behavioral Systems. Research Connections in Special Education,

Initial Questions for the Group Care Director:

- 1) How do you admit the boys?
- 2) How do you determine the progression/regression of the boys?
- 3) How do you determine if The Ranch has accomplished its goals with the residents?
- 4) How do you know that the boys are not just externally changing to get the rewards?
- 5) How do you catalogue the behaviors of the boys?

Initial Questions for the Residents:

- 1) Do you like The Ranch?
- 2) What do you like about The Ranch? What don't you like?
- 3) Do you know why you are here?
- 4) Do you think that The Ranch helps you confront and solve any issues/problems that you may have?
- 5) How do you feel about your house/foster parents? What about your real parents/guardians?

Appendix B

Form 1: Entrance Form

Dear Parent,

Thank you for expressing an interest in . , a family oriented group care facility.

We have enclosed a packet for your consideration. These materials include information about who we are and an in-depth application requesting information regarding your child and family.

We understand that this is an intimate, often painful, and time-consuming process and we appreciate your careful consideration of the data requested. Please call if we can provide further information or clarification.

We look forward to meeting with you and your child.

Sincerely,

Michael Nash
Group Care Director

Enclosures
MJN/cac

Previous Therapy /Testing History
And School Information

Child's Name: (Last) _____ (Middle) _____ (First) _____

PREVIOUS THERAPY/TESTING:

Dates: (From): _____ (To): _____ By Whom: _____ Phone #: _____

Dates: (From): _____ (To): _____ By Whom: _____ Phone #: _____

Dates: (From): _____ (To): _____ By Whom: _____ Phone #: _____

Dates: (From): _____ (To): _____ By Whom: _____ Phone #: _____

SCHOOL INFORMATION:

Please check where appropriate:

My child:

____ Gets along well with teachers

____ Gets along poorly with teachers

____ Gets along well with peers

____ Gets along poorly with peers

____ Is hyperactive

____ Does well on the school bus

____ Has trouble on the bus

____ Has trouble in class

____ Has trouble between classes/at lunch

____ Generally does well in class

____ Hassles with homework or studying

____ Doesn't turn in homework

____ Turns in homework most of the time

____ Procrastinates

____ Is bored

____ Has above/below average IQ (circle one)

____ "Cuts" class:

Frequency: _____

Began cutting when: _____

Generally receives: A's; B's; C's; D's, F's (circle all that apply)

Is/Is not caught up in high school credits. (circle one)

My child has been:

____ Enrolled in Resource Room and/or Special Education OR should be

Dates: _____

Reasons: _____

____ Suspended and/or expelled from school

Dates: _____

Explain: _____

____ Received commendations and awards or positive recognition

Dates: _____

Explain: _____

CURRENT or LAST School attended _____ Current

Grade: _____

Address: _____

Phone Number _____

Parent's Questionnaire

Child's Name: (Last) _____ (Middle) _____ (First) _____

Beside each item below, indicate the degree of the problem by a number next to the item:

0 = *Never* 1 = *Rarely* 2 = *Sometimes* 3 = *Usually* 4 = *Always*

1) Relationship to adults:

Obedient ___ Respectful ___ Allows others to exercise appropriate control ___ Follows consequences and restrictions ___
Expresses/demonstrates love and affections toward parent(s) ___

Manipulates ___ Quarrelsome and argumentative ___ Passive defiance ___ Severe (open and obvious) defiance ___
Demanding ___ Overly clingy ___

In what situations (with whom; what time of day; in what settings) does this child display the least authority-related problems?

In what situations (with whom; what time of day; in what settings) does this child display the most authority-related problems?

2) Responsibilities:

Completes tasks on time ___ Accepts tasks, chores, duties willingly ___ Finishes what he starts ___
Does quality work ___ Keeps his room clean

Restless, easily bored, distractible ___ fails to finish things ___

3) Emotional Functioning:

Basically happy ___ Displays anger appropriately ___ Appears to have good self-esteem ___
Demonstrates a healthy conscience (empathy, remorse, etc.) ___

Cries easily ___ Fearful or worries ___ "hates" others ___ Easily hurt ___ Easily frustrated ___ Depressed ___
Mood changes quickly or drastically ___ Anger outbursts ___ Appears to have no conscience ___

Under what situations does this child display anger? How does this tend to look (what does he do, say, etc.)?

4) Social Skills:

Is polite around adults ("please/thank you," etc.)___ Uses appropriate talk, problem solving skills, etc. around siblings___
 Uses appropriate talk, problem solving skills, etc. around peers___ Makes and keeps friends___ Is liked by peers___
 Does well in group/team activities___

Childish or immature___ Boasts/brags___ Lets self be pushed around___ Bullies others___, Overly competitive___
 Picks on/disturbs others___ Abnormal speech patterns (mumbles, baby talk, talks too loud, etc.)___

5) Physical:

Headaches/stomach aches___ sleep problems___ vomiting/nausea___ bowel problems___ bedwetting___ soils pants___.

6) Behavior:

Tells the truth___ Takes responsibility for his actions, admits mistakes___ Generally follows established rules___
 Is gentle and careful toward others___ Is gentle and careful toward property___ Curious___ Active___

Is involved with or preoccupied with gangs___ Dwells on violent themes___ cruel to animals and/or people___
 Lies___ Denies mistakes/blames others___ Steals___ Is not where he is supposed to be/doesn't come home, etc.____.
 Lack of cause & effect thinking___ Sets fires or preoccupation with fire___ Food issues (steals, hoards, over eats, etc.)___

OTHER: (Please list and explain) OR provide details on items checked above:

Legal Issues: Please list any current or past legal charges, reasons for arrest and/or incarceration, etc.

Has this child acted out violently against any family members? If yes, please describe:

Against non-family members?

Alcohol/Drug Use: Please describe any current or past drug use, including treatment received.

Sexual Issues/Behaviors: Describe any current or past sexual behaviors, abuse, acting out, concerns, etc. _____

Please list child's skills, talents, and interests. (sports, computers, math, reading, bike riding, drawing, etc.)⁴⁶

Please list child's qualities that you admire and enjoy. (kind to animals, loving and gentle, loves to explore, good sense of humor, creative, gets along well with peers, has held down a job, etc.)

Child's History

Child's Name: (Last) _____ (Middle) _____ (First) _____

Is Child Adopted? _____ Child's Age at Adoption _____

Problems with feeding, eating sleeping? (Describe - including onset and duration) _____

Were there any physical or emotional separation (i.e. death, hospitalizations, divorce, depression) between child and caretaker(s) adult during the first 48 months of life? _____

Please write a history of your child's life, with special attention to the losses and separations that your child may have experienced throughout his life. Please also include behavioral difficulties, including problems with the law, with family, with school, with peers, etc.

Appendix B

Form 2: Quarterly Report

QUARTERLY REPORT

I. ADMISSION INFORMATION

Name:
 Case #
 Birth date: / /
 Admission: / /
 Transfer:
 Discharge:
 Permanent plan:
 Report period:
 Date report prepared:
 Home & Counselor assigned:
 Name of person preparing report:

II. SOCIAL SUMMARY

Reasons for Referral:

Background Information:

Strengths:

Treatment Goals on Admission: *(Try to include details regarding when, where, and with whom the client DOES act out as well as when, where, and with whom he behaves appropriately.)*

- 1.
- 2.
- 3.
- 4.
- 5.

III. REVIEW OF TREATMENT GOALS Dates covered _____

Goal #1

In what ways has this client been SUCCESSFUL?

In what ways is this client CONTINUING TO STRUGGLE?

Goal #2

In what ways has this client been SUCCESSFUL?

In what ways is this client CONTINUING TO STRUGGLE?**Goal #3**In what ways has this client been SUCCESSFUL?In what ways is this client CONTINUING TO STRUGGLE?**Goal #4**In what ways has this client been SUCCESSFUL?In what ways is this client CONTINUING TO STRUGGLE?**Goal #5**In what ways has this client been SUCCESSFUL?In what ways is this client CONTINUING TO STRUGGLE?**IV. REVIEW OF GENERAL BEHAVIORS AND PROGRESS** Dates covered _____

A. Average weekly points for the quarter _____

B. Number of level 1's received during the quarter _____

Reasons for level 1's:

C. Number of days on level 3 _____ on level 4 _____

D. Number of incident reports filled out on client during quarter _____

Reasons for incident reports:

E. Identified Strengths, Area of Positive Change, etc.:

V. HEALTH & EDUCATION UPDATE

Dates covered _____

| | |
|--|---|
| Medical Current Physician: Last physical: | Psychiatric Current Psychiatrist: Last check-up: |
|--|---|

| | |
|---|---|
| Height & weight: Dates & reasons seen by Physician: Current medication prescribed: | Working diagnosis: Current medication: 51 |
| Dental Current Dentist: Last check-up: | Optometrist Current Optometrist: Last check-up: Glasses: |
| Education Current school: Current classes & grades (please list): Number of times client was suspended from school this quarter: Number of days client was out of school due to suspension this quarter: Reasons for suspensions: | |

VI. FAMILY TREATMENT PLAN

Family members included in the plan:

Assessment:

Family treatment goals & progress:

Identified Strengths:

Review of Visits/Contacts:

On-site:

Off-site (include non-family visits):

Family Counselor signature: _____

VII. PERMANENT PLAN

Permanent Plan upon Admission:

Changes in Permanent Plan:

Review of Independent Living Plan (if applicable):

VIII. COMMENTS

Counselor signature _____

Appendix B

Form 3: Daily Report

Name _____ Level _____ Last Weeks Points _____

(3)

Week Ending _____ Chore _____ This Weeks Points 54

| Day | Points (A=Attitude B=Behavior R=Responsibility) | Comments on points | Fines/ Supply/ \$ earned | Outside Work | Detentions/Time outs & Comments to boys |
|------------------|--|----------------------------|-----------------------------------|---------------------|--|
| S A T | A | | | amount given: | Detention: |
| | B | | | time started: | Time outs over 1/2 hr. (location / duration / reason): |
| | R | B E D C h r | | total time outside: | |
| S U N | A | | | amount given: | Detention: |
| | B | | | time started: | Time outs over 1/2 hr. (location & duration): |
| | R | B E D C h r | | total time outside: | |
| M O N | A | | | amount given: | Detention: |
| | B | | | time started: | Time outs over 1/2 hr. (location & duration): |
| | R | B E D C h r | | total time outside: | |
| T E S | A | | | amount given: | Detention: |
| | B | | | time started: | Time outs over 1/2 hr. (location & duration): |
| | R | B E D C h r | | total time outside: | |
| W E D | A | | | amount given: | Detention: |
| | B | | | time started: | Time outs over 1/2 hr. (location & duration): |
| | R | B E D C h r | | total time outside: | |
| T H U R | A | | | amount given: | Detention: |
| | B | | | time started: | Time outs over 1/2 hr. (location & duration): |
| | R | B E D C h r | | total time outside: | |
| F R I | A | | | amount given: | Detention: |
| | B | | | time started: | Time outs over 1/2 hr. (location & duration): |
| | R | B E D C h r | | total time outside: | |
| | | | | weather: | |

Points _____ + Trust Rating _____ = TOTAL POINTS _____

Appendix B

Form 4: Daily Progress Report

DAILY PROGRESS CHART

56

HOUSE PARENTS: _____

NAME _____

DATES: FROM _____ TO _____

Please comment, as applicable, on the boy's day in the following areas:

- NOTES:
- A. Please include positive comments as well as areas of difficulty
 - B. Under Weekly Treatment Plan, please include, as appropriate, both boy and staff responsibilities.
 - C. Under Other Significant Events/Information, please include items such as *level 1; placed in the gym; significant phone calls; joined sports; extremely positive or negative responses to people or events; off and/or on-site visits with caseworkers, relatives, etc.; visits to staff or foster parent homes; etc.*
 - D. Be sure to reference incident reports.

Date _____

WEEKLY TREATMENT PLAN

OTHER SIGNIFICANT EVENTS/INFORMATION

Date _____

WEEKLY TREATMENT PLAN

OTHER SIGNIFICANT EVENTS/INFORMATION

Date _____

WEEKLY TREATMENT PLAN

OTHER SIGNIFICANT EVENTS/INFORMATION

Appendix C

The Behavior Level System

Section 3

LEVEL SYSTEM

Contents:

| | |
|--|----|
| A. Point Chart | 2 |
| B. Trust Ratings | 3 |
| C. Level Privileges and Restrictions | 4 |
| 1. Level 1 Privileges and Restrictions | 4 |
| 2. Level 2 Privileges and Restrictions | 7 |
| 3. Level 3 Privileges and Restrictions | 8 |
| 4. Level 4 Privileges and Restrictions | 9 |
| D. Probation Procedures | 10 |
| E. Allowance and Spending Money | 10 |
| F. Level Boundaries | 11 |
| G. Boundary maps | 12 |

Level System

The level system is a basic element in our efforts to teach and encourage boys toward responsibility and positive choices. It is based on a behavior modification model of rewards for requested behavior, and consequences for negative behaviors. Rewards, in the form of privileges, earned trust, and money, are an attempt to prepare a boy for a society in which certain behaviors are required and other behaviors are not tolerated.

A. Point Chart

The point chart kept in each group home is not only a record but also a communication device. As a record of a boy's performance, it is used as a basis for privilege levels. Following are 's point chart guidelines:

- Point chart categories are: A - Attitude; B - Behavior; and R - Responsibility, which is divided into Chore and Bedroom. Each boy can earn a maximum of three points per area per day. *Very occasionally*, a bonus point (a fourth point in a category) may be given. **Boys cannot receive negative points, that is, points below 0.** See section 5, page 3 for CRITERIA ON GRADING BOYS' ROOMS.
- The point chart is a communication device, and can be used to spark communication about behaviors and attitudes. There should be a written comment or explanation for each point taken off and for bonus points given, and boys should be encouraged to read their point chart daily. As a permanent record, each day's points should accurately represent the successes and difficulties of that boy's day. **Important note:** In the areas of BEHAVIOR and ATTITUDE, the total points at the end of the day should somewhat reflect a general sense of how that boy's day went. For example, if he was disrespectful twice within an hour, but was very respectful the rest of the day, it may be appropriate to give him a 2 for attitude, instead of removing one point for each of his disrespectful comments. Each boy's daily behaviors and attitudes should be recorded in the point chart, whether points are removed or not. **Additionally, It is important to include positive notes in the point chart.** **The point chart should not contain comments that may be construed as demeaning, insulting, sarcastic, or rude.**
- In general, no more than one point should be taken off for each offense. **For example**, if a boy yells at a house parent or another boy, a point for *attitude* or a point for *behavior* may be taken off, as opposed to a point in each category for the same incident. On the other hand, if a single offense contained separate incidences of negative actions, more than one point should be removed. **For example**, if a boy swears, and then is disrespectful when disciplined, it would be appropriate to remove a point for *behavior* (swearing) and one for *attitude* (disrespect).
- Each day's points should be completed before the house parents go to bed, and made available to the boys to review each morning.
- Boys who are gone from the Ranch for approved reasons will have their points in the point chart averaged for the days they are gone, with the exception of their bedroom, which will be graded daily based on its condition upon the boys departure. Boys who are AWOL will receive zeros for **attitude, discipline, and chore** for the days they are gone. Their bedroom will be graded based on its current condition.
- Boys' total points for the week consist of their point chart total plus their trust rating.

B. Trust Ratings

Trust ratings are subjective scores given to each boy on a weekly basis. They communicate the extent to which the staff members working with that boy:

- trust him to make positive choices.
- believe he is actively working on his personal issues and treatment goals.
- recognize improvement over time.

In evaluating these factors, staff members will also take into account each boy's potential for improvement based on his individual developmental level, current issues, and past difficulties.

Trust ratings are given each week on Wednesdays, and are based on a scale of 0-10, with 0 low and 10 high. Each staff member who is aware of the boys' behavior throughout the week is invited to enter a trust rating. Each of these individual "votes" is averaged, after dropping the highest and lowest rating, and that boy's final trust rating is then recorded on his point chart.

For example: A boy receives the following ratings: 6,5,5,4,6, 5. The 4 and one 6 would be dropped and the remaining numbers (5,5,5,6) would average 5.25. When using the trust rating to tally points or figure allowance, only whole numbers are used. The numbers following the decimal are dropped and not averaged up.

The trust rating is certainly a subjective score, but it is also realistic in terms of the actions and attitudes that are realistically involved in building trusting relationships with people. It takes considerable time to build and extend trust, and it should similarly take time for boys to move up the trust rating scale. Staff should use this as an opportunity to spark communication regarding trust, relationships, etc.

A boy must have a trust rating of 5 or more for two weeks in a row to qualify for level 3, along with two weeks of 70 or more points in the point chart, and a 7 or more for two weeks in a row to qualify for level 4, with two weeks of 75 or more points.

C. Level Privileges and Restrictions

61

uses a four-level system. Following are the privileges and/or restrictions of each level. Staff have the right and responsibility to restrict level privileges should a boy's behavior or needs warrant it.

LEVEL 1

Level 1 Restrictions

Level 1 is our discipline level. A new level 1 week will begin each time a boy does one of the offenses listed on the next page, and will end seven days later. *After a boy's level 1 is over he automatically returns to his previous level status.*

Level 1 has the following restrictions and privileges:

1. May not carry personal money. His money (including study sheet quarters) will be placed in his account. He will not be allowed to make purchases.
2. Restricted to controlled boundaries while at home and should remain under immediate supervision at all times while away from the group home, with the obvious exception of school. Same **supervision** protocol as level 2.
3. Confined to the house after dinner or after dark, whichever comes first.
4. Scheduled home visits or family visitations may be canceled or modified to reflect the boy's level status. These changes will be made by the boy's counselors and/or therapy team.
5. No Nintendo or video viewing privileges while on level 1.
6. Generally, a level 1 boy will be excluded from outings, recreation, or special events. Staff may make occasional exceptions to accommodate staffing levels and individual boy's therapeutic needs. (Example: a house parent may occasionally choose to let a level 1 boy join them at the gym in order to work off excess energy.)
7. The use of the phone is restricted. Exceptions: Calls from a boy's parent(s) will usually be allowed. Calls to and from social workers, lawyers, and others involved with the boy on a professional basis will be allowed.
8. No rec. room games.
9. May use the house computer for homework only. May not use personal computers. (Staff will remove keyboard and mouse.)
10. Level 1 food policy: Boys on level 1 generally will have the same food privileges as other boys, with the following exceptions:
 - Level 1 boys will not have sweet/dessert-type foods (including sugary cereals). Instead, they will be offered an alternative of fruit, vegetables, crackers, etc.
 - Level 1 boys will not be given an evening snack.

11. Generally, level 1 boys may not use outdoor equipment, including their own personal equipment (skis, bikes, balls, etc.). Exceptions may be made at house parent discretion.
12. Upon being placed on level 1, the boy will be assigned seven hours of community service to the Ranch to be worked off at the discretion of house parents.
 - All attempts should be made to have these hours completed by the end of the boy's level 1 week.
 - A boy may owe no more than 21 hours of assigned work for level 1's at any one time.
 - Level 1 hours may not be worked off during the school day unless the boy has not yet been placed in school, nor may he work them off during the daily four-hour summer work program.
13. Upon being placed on level 1, the boy will be given 3 hours of time-out in his room
 - Only actual time served in the boy's room (other than time after bedtime and before wake-up) will count toward these 3 hours. The 3 hours may be delayed and/or divided up due to time the boy is required to be outside his room doing chores, going to school, doing work hours, eating meals, etc., as well as for night time (sleeping) hours.
 - Boys will be allowed to come out for meals, bathroom breaks, school, chores, groups and devotions (at staff discretion), necessary trips away from the group home, etc. The basic guidelines for time-outs, as described in section 4, will apply.
14. Allowance is .03 cents per point while on level 1. (Not applying to in-house level 1, described on the next page.) This level 1 allowance rate applies on the pay day that he is actually on level 1.

In-house Level 1

Certain variations of the above actions or behaviors may not constitute the more severe set back of a week of level 1 and 7 hours of community service. One option is in-house level 1 which, in effect, consists of level 1 guidelines for a specified number of days. Ranch community service hours may be assigned equaling the number of level days given. (example: 4 day level 1 with 4 hours of work), and an initial bedroom time out from 1 to 3 hours may be included.

Level 1 Offenses

The following are actions or behaviors that constitute level 1 restrictions for one week. A new level 1 week will begin each time a boy does one of the following and will end seven days later. When in doubt about any of these offenses, consult with your house counselor or the Group Care Director.

1. Any boy whose weekly points (plus trust rating) fall below 50 points for a given week.
2. Open and obvious defiance of the authority of any staff member. If you're unsure whether or not open and obvious defiance has occurred, consult with your home's counselor or the Group Care Director. (In certain situations, level 1 might be given for severe or on-going passive defiance. Again, when in doubt, consult with others!)

Level Privileges and Restrictions (level 1), cont.

3. Suspension from school that goes beyond the current day. (See Section 5, page 4-14)
4. Maliciously or vindictively divulging other boys' personal and confidential issues to others.
5. Permanent or long term tattooing and any form of body piercing
6. Possession of pornography. This will usually be defined as materials that are more explicit than typical department store catalogues or newspaper advertisements.
7. Boundary issues:
 - a. Being anywhere other than the bathroom or their bedroom after lights out.
 - b. Running away (going AWOL).
 - c. Leaving school property (being off-campus). (This includes skipping class if whereabouts are unknown)
 - d. Being in group home office, staff bedroom, storage areas, or other buildings on property without permission **AND** without supervision.
8. Any unauthorized use or possession of prescription or illegal drugs, alcohol, or any toxicant. Unauthorized use of non-prescription drugs such as aspirin should be addressed by the treatment team on a case-by-case basis.
9. Hitting, kicking, and/or physical aggression toward another boy or staff. (This includes throwing objects, etc.) Aggression between boys must be strongly discouraged - there should be no wrestling, etc. unless both parties agree to play in this way, and even then staff supervision is required. At times, threats of physical harm may result in a level 1 if the treatment team believes it is serious enough to warrant a more intense consequence than a detention.
10. Stealing from the Ranch, house parents, other boys, school, stores, etc.
11. Intentional property damage.

Regarding the above 4 items (items 8 through 11) House parents must contact (in order of availability) the Group Care Director, the boy's counselor, or a support staff before calling the police, unless there is an imminent threat to a person's health or safety. If the Group Care Director or his designee(s) cannot be reached, house parents will use their best judgment, and notify the above as soon as possible.

In-House Level 1's: Boys caught smoking, or boys who have cigarettes or tobacco in their possession will receive a three day in-house level 1, to include 3 hours of work duty and 3 hours of bedroom time-out. If boys are caught smoking indoors, they will also receive a \$20 fine.

Boys who are suspended from school for less than one day (the remainder of a day) and boys who require staff to go to school for a parent/teacher conference *will receive a 1 day in-house, with 1 hour work, and 3 hours of bedroom time out.*

Level Privileges and Restrictions, cont.

LEVEL 2

Level 2 is the entrance level. All boys coming into the group home will start on this level and must earn a minimum of 50 points (points plus trust rating) to maintain it. Level 2 has the following privileges:

1. Supervision

While at . . ., level 2 boys will be under direct staff supervision at all times. Level 2 boys must stay within level 2 boundaries. Boundary extensions may be made at house parent discretion. (See Boundary Maps, end of this section.)

While away from . . ., level 2 boys must be under line of sight supervision, with the obvious exception of school.

Examples:

They may sit in the same row, or one row in front of staff when at church or other functions.

They may not go into stores unaccompanied.

Exceptions:

Use of the "check-in" system, within defined boundaries and with frequent check-ins, while on particular outings (camping, water slides, skiing, etc.) may be allowed depending on certain boys' age, abilities, maturity, and behaviors.

2. May make two long distance phone calls per month at Ranch expense to family or other significant adults, whose name appears on the release section of the boy's cover sheet. Other calls may be made at house parent discretion. Level 2 boys may not make or receive local calls from friends. Local calls will be allowed for legal, school, . . . related, or other necessary or convenience purposes. (See Phone Calls, section 5)
3. Allowed to participate in excursions, special events, and recreation, including videos, game room equipment (except pinball), and outdoor equipment.
4. May use the house computer for homework, but may not play computer games.
5. Level 2 boys may NOT:
 - ride the link bus unsupervised
 - participate in after-school extracurricular activities
 - play Nintendo in the home, play computer games, or have a personal computer in their bedroom
 - play pinball
 - use snow mobiles or motorcycles
 - use the gym without staff supervision
 - have coffee
6. Level 2 boys may purchase pop in the group home for \$.50.
7. Allowance is .05 cents per point.

LEVEL 3

The criteria for level 3 is two weeks of at least 70 points (points plus trust rating) and a trust rating of 5 for two weeks in a row. Level 3 has all the privileges of level 2, plus the following:

1. Supervision

While at _____, level 3 boys will be under general staff supervision. (Staff will always know where a level 3 boy is.) Level 3 boys must stay within level 3 boundaries. Boundary extensions may be made at house parent discretion. (See Boundary Maps, end of this section.)

While away from _____, level 3 boys' boundaries are more flexible than level 1 or 2 boys. Level 3 boys will be allowed to leave the house parent's direct supervision, but will usually be required to stay in the general area. This decision should be based on the boy's age, issues, abilities, maturity, and behavior.

2. May make four phone calls per month, at Ranch expense, to family or others whose name appears on the release section of the boy's cover sheet. He may *make or receive* one local call per week to or from friends. House parents and counselors should use discretion concerning boys' local calls. (See Phone Calls, section 5)
3. May use video games and house computer "action" games with permission. On school nights the rule of thumb should be no more than one half hour per boy. This can be less if it is determined to be contrary to the therapeutic goals for the boy. On Fridays and Saturdays it is a maximum of 1 hour per boy. Once a boy begins his Nintendo time he generally won't be allowed to quit then return at a later time. Boys play once per day for up to ½ hr. on school nights or 1 hour on Fridays and Saturdays.
4. May have a personal computer in their bedroom.
5. May invite friends over with house parent approval. (Guests may not be in level 3 boys' rooms.)
6. May attend social events at school or church *with approved adult supervision*, and may participate in supervised sports or activities *with approved adult supervision*. Other community activities may also be considered with appropriate supervision. To play in a school sport, boys must have at least a 2.0 Grade Point Average, and must have passing grades in all classes.
7. May utilize the Link Bus system.
8. May ride snow mobiles under the direct supervision of a staff member, *no more than once per month*.
9. May participate in Hi-level activities at a 50% discount. These are activities in which house parents decide to share the cost of the activity with the boys. In these situations, level 2 boys will pay 100% of their cost, and level 4 boys won't have to pay at all.
10. Will be allowed coffee and may purchase soda pop for \$.25 per can. (Both at house parent discretion.)
12. Allowance is .10 cents per point.

LEVEL 4

The criteria for level 4 is two weeks of at least 75 points (points plus trust rating) and a trust rating of 7 or more for two weeks in a row. Level 4 has all the privileges of level 2 and 3, plus:

1. **Supervision** Level 4 boys may leave the Ranch property and/or the supervision of staff with proper permission. House parents need to evaluate the setting and the boy's age, issues, abilities, maturity, and behavior determining the amount of time he is left unsupervised. Level 4 boys may leave school campus with a note from house parents (high school boys only).
2. May hold down a part time job off the ranch.
3. Can make or receive six long distance calls per month at Ranch expense; may make or receive two local phone calls to or from friends per week. House parents should use discretion concerning nature of calls.
4. May use motorcycles and snowmobiles after they have met training guidelines. The amount of use time is flexible and based on the boy's ability, the current policies, and other considerations at the time. Staff supervision is required at all times.
5. May go on dates with staff supervision.
6. May use personal tape/CD decks and am/fm radio with approved music.
7. May participate in Hi-level activities at Ranch expense.
8. Have the option of making lunches to take to school and may choose an alternative snack, at house parent discretion.
9. At house parent discretion, may receive soda pop at no charge.
10. Allowance is .15 cents per point.

D. Probation Procedures

Boys on levels 3 or 4 will be put on a week of "probation" (a warning that does not effect privileges or level status) for the following occurrences:

- Their points drop below 70 (for level 3) or 75 (for level 4) in any given week, OR
- Their trust rating falls below 5 (for level 3) or 7 (for level 4).

Following their probation week, boys will lose their level if:

- Their points drop below 70 (for level 3) or 75 (for level 4) for another week, OR
- Their trust rating falls below the required level for a second consecutive week.

Low points and low trust ratings are separate issues - having low points one week and a low trust rating the next week will not cause a drop in level. (He will stay on probation.) A boy must have a drop in trust rating for two weeks *or* have two weeks of points below 70 or 75 to lose his level.

E. Allowance and Spending Money (based on levels)

Allowance

The total number of points (which includes the trust rating) multiplied by the rate of pay for that level equals the allowance to be paid into the boy's general account.

The rate of pay for each level is as follows:

Level 1: .03 cents per point

Level 2: .05 cents per point

Level 3: .10 cents per point

Level 4: .15 cents per point

For example, if a level two boy receives 71 points and a trust level of three, his total points would be 74. This multiplied by .05 cents equals \$3.70 allowance.

Spending money

The following amounts can be withdrawn from a boy's general account on a weekly (Wednesday through Wednesday) basis for spending:

Level 1: No spending money

Level 2: \$3.00

Level 3: \$5.00

Level 4: Any amount at house parent's discretion.

These amounts may be raised by one dollar during the summer.

F. Level Boundaries (see maps on next page)

Level 1

Level 1 is generally restricted while at home to the house and the front yard of the group home. (Exceptions include work program and other supervised on-site situations.) While away from the Ranch, level 1 boys will be required to either stay in the van and be checked on frequently, or remain under immediate supervision of the staff.

Level 2

McIrvin Lodge: Level 2 boundaries extend from the back of the Lodge carport, along the yard perimeter to the South and down and in front of the Lodge to where the yard connects with the corral fence, and then to the wooden gate. The Eastern boundary extends from the gate, along the East side of the sports court, along the West side of the Chalet woodshed, and then up through the woods to the second light post. Level 2 boys may play along the Lodge driveway up to this second light post. The Northern boundary is the North side of the Lodge driveway back to the carport. **Off limits** are the woods North and NW of the Lodge, the Chalet yard (except by permission), the brush area below the Lodge yard, South of the corral fences, and the office parking areas.

Chalet: The level 2 Western boundary extends from the front of the woodshed up through the trees to the second light post. The Northern boundary is the North side of the Lodge driveway to the hairpin turn that bends toward the Chalet. (The office parking lots are off limits.) The Eastern boundary runs from the hairpin turn to the NE corner of the gym, then turns in front of the gym, runs down the West side of the gym, and includes the front of the woodshop entrance. The Southern boundary runs along the outside of the garden fence, then along the wooden corral fence to the edge of the Lodge yard. The boundary then cuts across to the base of the Lodge parking lot and over to the pathway. It then follows the pathway back to the woodshed. **Off limits** is the Lodge yard (except by permission).

Level 3

McIrvin Lodge: Level 3 boundaries include all of the level 2 boundaries plus the area below the Lodge yard, from the dirt road (SW of the Lodge) to the culvert that crosses the creek. The Southern boundary is five feet South of the creek all the way to the wooden bridge near the knoll. From the bridge it runs to the fence, then North along the fence to the corner of the big field, then to the base of the knoll. **The knoll is off limits, including the tubing run.** (Boys may use the tubing run only with staff supervision. See page 5-32) The boundary runs North along the perimeter of the field, then South of the road back to the gym. Included is the front and West sides of the gym, along the garden fence, and back to the gate.

Chalet: Level 3 boundaries include all of the level 2 boundaries, and are the same as the Lodge level 3 boundaries, with the exception of needing to stay below the perimeter of the Lodge yard on the West side of the dirt road.

Level 4

Level 4 boys are allowed to go anywhere on or off Ranch property with permission.

Appendix D

Behavior Management and Discipline System

Section 4

BEHAVIOR MANAGEMENT and DISCIPLINE

Contents:

| | | |
|-----|--|----|
| A. | Continuum of Behavior Management and Discipline | |
| 1. | Verbal communication | 3 |
| 2. | Use of the point chart | 3 |
| 3. | Group home time-outs | 3 |
| | -boy's own room | |
| | -alternative location within or outside the home | |
| 4. | Detention | 4 |
| 5. | Work duty | 6 |
| 6. | Level 1 and in-house level 1 | 8 |
| 7. | On call program | 8 |
| 8. | Support staff-assisted time-outs | 10 |
| | -time-out facility (gym) | |
| | -de-escalation room | |
| 9. | Use of physical restraints and escorts | 12 |
| 10. | Termination from the program | 13 |
| B. | Fines | 14 |
| C. | Other consequence references | 15 |
| E. | Quick reference consequence chart | 16 |

Behavior Management and Discipline Policies

The therapeutic behavior management policies and methods are designed to train the boys for the real world by teaching them respect for the rights of others, cause and effect thinking, how to make positive choices, and an ability to differentiate between right and wrong. Our goal is to allow the boys to retain ownership of their problems and to learn from their mistakes by offering choices, being empathetic, delivering appropriate consequences and rewards, and allowing room for failure. Training in using these methods is a part of the ongoing staff training program.

Discipline practices at _____ shall be:

- Natural and logical (related directly to the problematic behaviors)
- Fair, reasonable, safe, consistent, and delivered with empathy
- Based on an understanding of the individual's needs and stage of development
- Delivered in a way that respects and upholds the dignity and self-esteem of the child

Discipline practices at _____ do not include:

- Consequences that are cruel, hazardous to health, frightening, or humiliating
- Corporal punishment, or any painful aversive stimuli used in behavior modification
- The use of mechanical restraints or locked isolation locations
- Potentially injurious physical restraint techniques
- Group punishments for one client's behavior
- Consequences prescribed or administered by persons under care

A. Behavior Management/Discipline Continuum

Established discipline options range along a continuum that is applied according to the nature of the individual's behavior. It is important to realize, however, that in many circumstances there are other, more situational-specific natural and/or logical consequences that are better options for promoting learning and growth. The following examples illustrate this:

- A young man is talking during study time. A logical consequence would be extra study time. If he has to study for an extra ½ hour while the other boys enjoy free time or begin their dinner, other consequences may be unnecessary to eventually modify behavior.
- A young man is horsing around and knocks a picture off the wall, breaking the glass. A logical response might be to have him clean up the mess and then work for a specific number of hours during the week to earn money in order to replace the glass.

Our behavior management continuum, apart from situational logical and natural consequences, includes 1) verbal communication, 2) use of the point chart, 3) group home time-outs, 4) detention, 5) work duty, 6) level 1, 7) on-call program, 8) support staff-assisted time-outs, 9) the use of physical restraints and time-outs, and 10) termination from the program.

1. Verbal Communication

One option in dealing with inappropriate behavior is to simply talk one-on-one with the boy. Ask questions, explain the inappropriateness of the behavior, and discuss possible solutions or alternate behaviors.

2. Use of the Point Chart

The point chart is a communication device, as well as a behavior modification tool. Points should be taken off and comments written when boys display negative behaviors, attitudes, and/or irresponsibility. Each day's points and comments should accurately represent the difficulties and successes of the day. Positive comments should also be utilized as a part of this communication tool. (See SECTION 3, page 2 for guidelines in using the point chart.)

3. Group Home Time-outs

While . . . does not employ the use of locked isolation, we do utilize a continuum of interventions designed to temporarily remove clients from milieu activities in order to assist them in stabilizing or changing their behavior. These interventions, listed in ascending order of intensiveness, are as follows:

- ◆ Time out in boy's own bedroom (A group home time-out, described on this page)
- ◆ Time out in alternative place within or outside the home (A group home time out, described on page 4-4)
- ◆ Time-out facility/gym (A support staff assisted time-out, described on page 4-10)
- ◆ De-escalation room (A support staff assisted time-out, described on page 4-11)

a. Time-out In Boy's Own Bedroom

Authorization:

Placement of a boy on a time-out in the sanctuary of his own bedroom may be facilitated by any ABR child care staff member.

Criteria for use:

House parents are encouraged to use immediate consequences whenever possible, and time outs are an ideal way to do this. Time-outs may be used for behaviors that don't warrant a more restrictive consequence (i.e., work hours, detention, level 1). Behaviors that warrant giving a time out to a boy may include, but are not limited to, irritating other boys, responding negatively to house parents, making rude or disruptive comments, violating group home rules, or disrupting or refusing to participate appropriately in a group session.

Protocol:

- The reason(s) a boy is being directed to his room for time-out should be immediately made clear to him. It's also important that the boy understand that his time out may serve as a way of removing him from the situation that seems to be contributing to his negative behaviors as well as giving others in the home a break from the disruptive or irritating behavior. In this way, a time out may be used effectively as a logical consequence, and can help instill responsible behaviors and cause and effect thinking.

- While a boy is on time-out, staff will check on him regularly (see page 5-43), providing both monitoring and counseling to assist him in preparing to reintegrate into milieu activities.
- Boys on time-out will be given bathroom breaks, meals, and their regular medications.
- Time-outs may last from minutes to three hours, depending on the severity of the behavior, the boy's developmental level, etc.
- No other boys, with the exception of the boy's roommate, will be allowed in the room during the time-out. Roommates will be encouraged to enter their rooms only to retrieve items.
- Boys who come out of their rooms, open their doors, or engage in loud or disruptive behavior while on time-out will have additional consequences added (i.e., extra time in their rooms, given immediate work duty, etc.)

Documentation: Time-outs of 1/2 hour or more must be documented on the client's Point Chart.

b. Time-out in alternative place within or outside the group home

This refers to the use of other rooms, such as the laundry room, sun room, or other places that don't provide the array of distractions and entertainment found in boys' individual bedrooms. These alternatives may also include outside locations, such as a picnic table. 3 hours is the maximum amount of time that a boy may be required to sit outside (not working, playing, etc.) while staff are inside. The use of outside locations will not be used in inclement weather conditions, and the amount of time outside will be considerably less during colder weather. Boys will be encouraged to dress appropriately before going outside.

Authorization, Criteria for use, Protocol, and Documentation are the same as those listed above for Time-out in Boy's Own bedroom.

4. Detention

Detention is defined as confining a boy to his bedroom for the evening, and is usually a delayed consequence.

Protocol:

- Detentions are to begin immediately after dinner, or after completion of the boy's kitchen chore, and last until bedtime. If dinner is unusually late, detentions can begin up to one hour before dinner.
- No other boys, with the exception of the boy's roommate, will be allowed in the room during the detention. Roommates will be encouraged to enter their rooms only to retrieve items. If two boys who share a room have detention on the same night, an alternate place in the house should be used for one of the boy's detentions. A boy on detention will keep his door closed, except for times when his roommate is temporarily in the room with him.
- A boy on detention may not come out of his room or open his door except for the following reasons:
 - ⇒ A boy may open his door and ask staff for one bathroom break during his detention. Exceptions to this one bathroom break limit may apply in special circumstances.
 - ⇒ The boy may come out once more at bedtime to prepare for bed. This is a time to go to the bathroom, brush teeth, receive medications, etc. This should not be a time of socializing with other boys.

Behavior Management/Discipline Continuum, cont.

5. Work Duty

Work duty is a consequence that may be either immediate or delayed, depending on the situation. Work may be assigned to a boy for a variety of infractions, including disrespectful comments, poor responses to authority, moderate behavioral problems, or continually repeated violations of more minor offenses. Work duty is also given when a less restrictive consequence is either not being served appropriately (sleeping while on detention; coming out of the room while on time-out; etc.), or when, over time, a less restrictive consequence fails to elicit behavioral change. Work duty will be safe, fair, and within the appropriate range of each boy's abilities, age, developmental level, and maturity.

Protocol:

- Work duty may be assigned in a number of ways:
 - a) A specific work duty may be assigned to be done immediately, varying in length from 15 minutes to two hours, depending on the boy's current attitude, his age and abilities, and the offense.
 - b) A specific job may be assigned, with the understanding that the boy will be finished with his work duty time when that job is adequately completed.
 - c) Delayed Work Hours: Work hours may be assigned that will not be completed immediately. This includes the seven hours of work automatically assigned when a boy receives level 1.
- Work projects that are assigned to boys (whether for state community service hours, Ranch discipline, or work pay) will be of some tangible benefit. Examples include weeding weeds, washing cars, cleaning floors/walls, cleaning rooms, shoveling snow, raking, splitting and stacking wood, etc.
- Boys will work outside at night only in areas that are well-lit and can be seen by staff, and will be monitored during work duty. Visual checks will be at least every 15 minutes.
- Boys will be given time to change into work clothing before being sent out to work, and will be given time to clean up and change their clothes following the work. Boys will be outfitted with appropriate clothing when asked to work outside in inclement weather (i.e., heavy coat, hat, gloves in colder weather, etc.).
- Boys who are working will be given hourly breaks of 5 to 10 minutes to rest, go to the bathroom, get a drink of water, etc., and 1/2 hour meal breaks.
- Boys will not be assigned more than two straight hours of immediate work (given as a consequence for current behavior). Boys will not usually be required to do more than four straight hours of unpaid work (delayed work hours), with the exception of boys who are home during the school day. Authorization by a senior staff (counselor, support staff, or Group Care Director) must be received in order for a house parent to have a boy work for over four straight hours. This decision will be made with consideration given to the boy's age, physical and emotional characteristics, current behaviors, etc. This senior staff authorization must be documented on the boy's point chart. *Boys will not work outside in sub-zero degree weather, and will work outside only for limited periods of time in below freezing temperatures.*
- Hint: Boys who are refusing to work may be given a choice to work their assigned time OR to sit in a designated spot outside (at or near the work area) for longer than the assigned work time. 3 hours is the maximum amount of time that a boy may be required to sit outside (not working, playing, etc.) while staff are inside

⇒ If a boy needs help on his homework he may open his door and ask for assistance.

- A boy who comes out of his room or opens his door for any other reason (with the exception of crisis situations) may be given another night of detention; or may be required to serve the remainder of his detention doing work/chores (2 hours max.); or may be required to serve part or all of his detention in an alternative location. **Note:** *3 hours is the maximum amount of time that a boy may be required to sit outside (not working, playing, etc.) while staff are inside. The use of outside locations will not be used in inclement weather conditions, and the amount of time outside will be considerably less during colder weather. Boys will be encouraged to dress appropriately before going outside*
- Generally, boys on detention will not be allowed to take phone calls, including calls from family. House parents and/or the treatment team may make exceptions as needed.
- House parents will check on boys who are on detention at least every 60 minutes.
- Boys will be instructed not to sleep while on detention. Boys who are sleeping may be given another night of detention, may be given work duty for the remainder of their detention, or may be asked to serve the remainder of their detention in an alternative location.
- On non-school nights, if house parents are planning a late activity, boys on detention should be told what their bedtime will be. In these situations, they may have an earlier bedtime than the rest of the group.

Documentation: All detentions must be documented on the client's Point Chart.

Working Off Detentions

Boys may be allowed to work off detentions by doing two hours of work. However, this should not be done regularly and is by house parent initiation. This is not intended as a way for boys to bargain their way out of detentions, but as a way to assist house parents in planning and implementing daily events.

Multiple detentions

It is possible for a boy to serve more than one detention per day by serving three hours in his room during the day for each detention owed (with at least a 1/2 hour break between detentions), using the above listed protocol.

Behaviors warranting detention

Actions that usually result in a detention:

- problems at bedtime (including coming out after bedtime or being loud after lights out)
- detention violations (see *protocol* above)
- lying to staff (one to three nights)
- not wearing a seat belt while off Ranch property
- poor marks on Friday evening school reports (See School Policies, section 5)
- possession of matches, lighters, or any other contraband (See Contraband, section 5)
- swearing (1 night) or swearing at staff (1 to 3 nights) (includes only society-defined swear words AND crude/vulgar insults toward others.)
- threats (may be considered a level 1 if it is serious)
- minor boundary violations (not as serious as listed on 3-6)

Documentation: *House parents who assign a boy outside work duty must record it on the boy's point chart, even if the boy chooses to sit instead of work.* Information must include amount of work time being assigned, time of day he was sent outside to begin, the total time the boys spent outside completing the work (including time the boy spent choosing not to work), and the weather conditions (clear, raining, freezing, light or heavy snow).

Delayed work hours and the token system

In the case of the above mentioned **delayed work hours**, the following procedures should be followed:

- The number of work hours assigned is recorded on the Disciplinary Work Log found in the back of the point chart.
- Boys keep track of their hours by earning a token for each hour they complete, and then depositing the token in the token box in their assigned slot. House parents should give boys tokens immediately after they have finished working.
- When a boy has earned the number of tokens equal to the number of work hours he was given, a house parent will initial and cross out the entry in the Disciplinary Work Log and remove the tokens from the box.
- Tokens may only be used by the boy who earned them. Boys who give tokens away, accept tokens from others, or in any other way abuse the token system will be assigned four hours of work.

Policy-established work hours

The following situations will result in a boy being required to work:

- Upon receiving level 1, a boy will be assigned seven hours of Ranch community service.
- Boys who are home from school because of suspensions, missing the school bus, or morning behavioral problems will work during school hours. This work will not be counted toward any owed disciplinary hours, with the exception of bus suspension hours (5th bullet down), and the hour owed by boys who miss the bus in the morning (next bullet).
- Any boy who is home in the morning due to missing the bus or being held back by house parents will be assigned one hour of work duty. If there is not an immediate ride available, he will work from roughly 7:30 AM until he gets a ride to school, and this work that he puts in while waiting for a ride will be credited toward the owed hour. Otherwise, he will serve his hour (or portion thereof) after school.
- Any boy who is required to stay after school for school detentions (for poor behavior) or who requires a ride home from school due to missing the bus will work for one hour that afternoon. *Additionally, boys who are supposed to stay after school but come home instead, and an . . . ride is sent to pick them up, will work one hour and complete any homework time they were required to do at school.*
- Boys who are suspended from the school bus will be assigned work hours equaling two hours for each day they require a ride to school, up to a maximum of 24 hours. This work must be completed before a boy is allowed to attend school. Time a boy works during the school day will count toward these hours.

6. Level 1 and In-house level 1

Level 1 is a restriction level with a one week duration. In-house level 1 carries with it the same restrictions as level 1, but with a shorter duration, less work hours, and no room time. Guidelines pertaining to level 1 are found under Level System in SECTION 3.

Boys caught smoking, or boys who have cigarettes or tobacco in their possession will receive a three day in-house level 1, consisting of three days and three hours of work. If boys are caught smoking indoors, they will also receive a \$20 fine.

7. On-call program

In certain situations it will be necessary and/or therapeutic for house parents to call the on-call person for assistance or relief in dealing with a particular boy. There is a senior staff person (counselor, support staff, or Group Care Director) on-call 24 hours per day, seven days a week.

a. When to call the on-call person:

House parents should call the on-call person when a boy:

- is defiant, and house parent interventions are not proving effective in helping the boy to gain self control.
- is behaving in a way that is disruptive (including verbally out of control), and house parent interventions are not proving effective in helping him to gain self control.
- poses an immediate threat of harm to self, others, or property, including physically out of control behavior and threats to others.
- poses an immediate threat of escape/run (i.e., having been brought back from a run or been precluded from an attempted run).
- has a counselor-approved treatment plan that calls for placement in the time-out room for established behavioral problems. In this case, house parents may be asked to place a boy in the time-out room.
- **Proactive Phone Calls:** House parents should be willing to call the on-call person before there is a major crisis (i.e., when a boy is in the anxiety” or “defensiveness” crisis development behavioral level, based on staff’s CPI certification training). This phone call can serve to warn the boy of the potential for additional staff involvement if the behavior escalates and/or provide an opportunity for the house parent to consult with a senior staff member in order to best respond to the boy’s current behaviors and attitudes. Additionally, if a boy seems to be escalating, and prior experience has shown the boy to become volatile or out of control when escalated, a proactive call to the on-call person may serve to help him prepare himself to come out.

Notes Regarding Calls To The On-Call Person: It is important that house parents don’t tell the boy ahead of time what the final outcome will be (i.e., telling the boy that he will be going to the time-out facility). Also, when the on-call person arrives at the group home, it is important that house parents be willing to hand over much of the “next step” decision making responsibility to the on-call person, as opposed to the caller dictating to the on-call person what must happen next. This will keep open the various intervention strategies

and allow for the maximum amount of flexibility and creativity. An exception to this includes situations in which a boy's treatment plan dictates a particular on-call response. In this situation, house parents must clearly communicate the plan for the boy to the on-call person.

When house parents call the on-call person, they should clearly explain the situation, including their wishes and desires for action. (i.e., are they calling for advice or ideas, or are they needing someone to come out and deal with the situation right away?) Conversely, the on-call person should ask important questions that help him decide what is needed. (i.e., what did the boy say/do? What consequence did he receive? How did he respond to that consequence? Are you needing/wanting me to come out now, or wait for a second call?)

b. How to reach the on-call person

- Regular work days (Monday through Friday, non-holidays) from 8:00 am until 5:00 pm: House parents should call the office and ask for any available senior staff person. These calls will be considered a priority over meetings, phone calls, etc., and will be responded to immediately.

The senior-staff person who responds to the phone call by actively participating in the on-call situation will be considered the "on-call staff person" until he passes that responsibility to someone else, and will take on the duties listed below.

- All other times (including evenings, weekends, early mornings, and holidays): House parents should either call the person listed on their On-call Calendar directly at the Ranch or at his home, or call the pager number (664-2094). It's important that house parents call any staff person who lives nearby if there is an emergency that cannot wait until the on-call person arrives.

c. Responsibilities of the on-call person

Once called, the on-call person may elect to act as a consultant to the house parent, talk to the boy on the phone, or come and deal with the situation in person. Once the on-call person arrives at the group home, his responsibilities include:

- assessing the situation and deciding what the next step should be. Possible interventions include simply working with the house parents to devise a new intervention strategy, facilitating a physical restraint or escort if necessary, and/or utilizing the time-out or the de-escalation room (see Support staff-assisted time-outs, number 8, this page). **On-call persons should not simply back up or enforce the house parent's original directive.** Boys should generally be required to follow original directives, but should also have an additional consequence (more time working, etc.) as a result of pushing limits to the point where an additional staff person had to be called in.
- monitoring or arranging for the monitoring of boys placed in the time-out room or the de-escalation room (see Support staff-assisted time outs, number 8, this page). The task of monitoring a boy is the responsibility of the current on-call person, but this may be shared and/or delegated to other staff, including house parents, for various lengths of time.
- deciding or delegating the decision regarding the transition of a boy to a less restrictive setting.

8. Support Staff-assisted Time-outs

While [redacted] does not employ the use of locked isolation, we do utilize a continuum of interventions designed to temporarily remove clients from milieu activities in order to assist them in stabilizing or changing their behavior. These time-out interventions include, in ascending order of intensiveness, group home time-outs (the use of the boy's own room; and alternative places within or outside the group home, both described on pages 4-3 and 4-4) and support staff-assisted time-outs (the time-out facility; and the de-escalation room), both listed here.

a. Time-out facility (gym)

Authorization:

(See On-call Program, number 7 in this section.)

Placement of a boy in the time-out room requires approval by a senior staff person. It is also the responsibility of this person to determine the length of time a boy will remain in the gym, and to take responsibility for the items listed under *protocol*, below. House parents may not place boys in the gym without either direct instruction by one of the above listed people, or pre-approval granted by the boy's counselor through a written treatment plan.

Criteria for use:

On-call staff persons may decide to utilize the time-out room under circumstances in which a boy:

- is behaving in a way that is continually disruptive to the program. (i.e., defiance, etc.) This may or may not involve the use of the time out room (gym) as a consequence and not solely as a place for the boy to de-escalate.
- poses an immediate threat of escape/run (i.e., having been brought back from a run or been precluded from an attempted run).
- has a counselor-approved or policy mandated treatment plan that calls for placement in the time-out room for established behavioral problems. In this case, house parents may be asked to place a boy in the time-out room.

Protocol: (The following duties are the responsibility of the on-call staff person.)

- a) The reason(s) a boy is being placed in the time-out room should be immediately made clear to him.
- b) Boys may not be placed in the time out room for longer than 6 hours, with four exceptions: 1, a longer stay is indicated and justified on the boy's current treatment plan; 2, his normal (within 6 hours) release time would fall sometime after his normal bedtime and he is asleep or otherwise not ready to come out - in this case he may stay overnight (the 6 hour limit includes only time before 10:00); 3, the on call staff person has received verbal concurrence from at least one other senior staff member, preferably the boy's counselor or the Group Care Director, or 4, the boy has returned from a run (see 4-17).

- c) While a boy is in the time-out room, staff will check on him regularly and will log these check-in times on the clipboard hanging near the room. Information logged will include the time; a description of the precipitating incident; the boy's current attitude, mood, and behavior; the supervision level required and why; and action taken. (Supervision level will range in frequency from constant to once per half hour.)
- d) During the boy's time-out, he is actively engaged by staff in individual counseling interventions directed toward helping him gain control of his behavior, make plans to respond differently in the future, and decide on an appropriate plan of action in order to transition him to a less restrictive setting. These interventions may include written therapeutic tasks (e.g., journaling), discussion, and/or contracting.
- e) Before placing a boy in the time-out room, staff will check him for any objects that could potentially cause damage to himself or the facility (i.e., shoes, pencils, pens, keys, etc.). Boys are not allowed to have belts or shoes (with laces) while in the time-out room or de-escalation room. Staff should check the time-out facility and remove any objects, sweep the floor as needed, and assess any damage before (and after) a boy is placed there.
- f) Boys should have any toys, reading materials, etc. taken from them. (exceptions may be made at staff discretion for therapeutic reasons.)
- g) Whenever a boy is in the time-out room, an staff person will be within sight and/or sound at all times. "Sound" implies the ability to hear the alarm should the boy open the door.
- η) Boys in the time-out room will be brought food (see Section 5, page 20 for meal guidelines) and medications and allowed use of the bathroom. A bathroom break will be offered during every check-in time in which the boy is awake.
- ι) If a boy spends the night in the time-out room, a staff person must be present with him from bedtime through wake-up. The boy will be given a sleeping bag and a sleeping pad.
- φ) *The time out room will be cleaned twice each week.*

Documentation:

Placement of a boy in the time-out room must be documented on the Time-out Room Log, in his Daily Progress Chart, and on any Incident Report that has been generated as a result of the boy's behavior. Should the senior staff member decide to extend the time-out beyond six hours, the Time-out Room Log must include a note indicating concurrence by another senior staff member and the reasons for the continued time-out. ***If a boy is in the time-out room longer than 6 hours (not including time after normal bedtime and before normal wake-up time), an incident report must be filled out explaining the rationale for the longer time-out.***

d. De-escalation room

Authorization: (See On-call Program, number 7 in this section.)

- Only senior staff members (the on-call staff person, the boy's counselor, or the Group Care Director) may place a boy in the de-escalation room. However, house parents who have been given the responsibility of monitoring a boy who has been placed in the time-out room, may transition him to the de-escalation room if the boy's behavior warrants it. (See *Criteria for use* below.) They must then immediately notify a senior staff member.

Criteria for use:

On-call staff persons may decide to utilize the de-escalation room under circumstances in which a boy:

- is behaving in a way that is behaviorally out of control
- poses an immediate threat of harm to self, others, or property.
- poses an immediate threat of escape/run.

Protocol:

- Boys will only be placed in the de-escalation room to achieve safety for people and property and/or necessary control of the boy. Placement in the de-escalation room is a treatment issue, and the exit criteria will be behaviorally based and directly related to physical/emotional control displayed by the boy. As soon as a client regains control and is assessed by staff to no longer be a threat to the safety of self, others, or property, and to have regained the self-control necessary to successfully transition to a less-intensive setting, he will be transitioned to the time-out room, work duty, or back to the group home.
- Supervision/monitoring for this room must be constant (staff must be on that floor of the building at all times). *As an exception, the de-escalation room may be used temporarily in cases where two time out rooms are needed. In this case, the de-escalation room's protocol, procedure, and documentation will operate like the time-out room (see previous page). All efforts will be made to limit this type of use.*
- If a boy's behavior requires him to remain in the de-escalation room longer than two hours, the senior staff person who is currently responsible for the boy will get verbal concurrence from at least one other senior staff member, preferably the boy's counselor or the Group Care Director. This concurrence must be noted on the De-escalation Room Log.
- Boys will not sleep over night in the De-escalation room.

Other protocol: Items **a, d, e, f, h, and j** are the same as Time-out Facility (Gym), Pages 4-10 & 11

Documentation:

Placement of a boy in the de-escalation room must be documented on the Time-out Room Log, in his Daily Progress Chart, and on an any Incident Report that is generated as a result of the boy's behavior. *Stays longer than 2 hours will require a Time-out Room log note indicating concurrence by another senior staff member, and an incident report explaining the rationale for the longer stay.*

9. Use of restraints and physical de-escalation techniques

Each employee will receive, within his or her first six months of employment, training in the use of restraints (restrictive procedures) and de-escalation skills. utilizes the information and methods of the Crisis Prevention Institute, a program that focuses on the safe de-escalation of disruptive, assaultive, and out of control behaviors, as well as on the prevention of those behaviors before they occur. All staff, during their first year of employment, will become CPI certified.

Criteria for use:

A boy may be physically restrained only if he:

- poses an immediate threat of harm to self, others, or property, OR
- poses an immediate threat to the security of the facility, including attempts to escape/run.

A boy may be physically escorted only if he:

- refuses to exit an off-limit area, OR
- refuses to walk to a currently required location (i.e., the time-out room).

Protocol:

- The management of all clients will be consistent with all applicable state laws.
- Staff will take reasonable precautions to avoid or prevent physically dangerous situations from occurring. When all other means of control, including verbal de-escalation techniques, have been considered and/or found to be unsuccessful, staff may utilize physical restraint.
- Staff will not utilize any type of mechanical device or locked room in restraining clients.
- Staff will use CPI methods of physical restraint/escort, which will be taught by a certified CPI trainer.
- Physical restraints and escorts will be non-punitive, safe, and only for the duration necessary to insure that the boy is no longer a danger to self, others, property, or security of the facility.
- The on-call person will do a physical health check of the boy, and include this information on the Incident Report Form (see *Documentation*).

Documentation:

Following any physical restraint or escort, the on-call staff person will complete an Incident Report Form and place it on the Group Care Director's desk within 24 hours of the incident.

10. Termination from the program

The decision to terminate a boy's placement will be made by the Group Care Director, with input from house parents, that boy's counselor, and any other staff who desire to offer feedback.

B. Fines

Fines are set up as a logical consequence, and may be levied with or without additional disciplinary actions. Fines are recorded on the boy's point chart and are subtracted from the boy's allowance each week.

Infractions and fine amounts

The following is a list of infractions and the fines that will be levied. Staff may not charge more than the amounts listed below, nor may they fine for additional infractions:

| | |
|---|---|
| <ul style="list-style-type: none"> • Chore fines: If a chore is left undone, or is done poorly, house parents have the option of doing the chore. (This should be done only occasionally, after other logical and natural consequences fail to elicit change.) | Maximum of \$2.50 charged for each chore. |
| <ul style="list-style-type: none"> • Clothing fines: Clothing and other items left around the house may be confiscated and "auctioned" back to the boy. "Auctions" may be held at house-parent's convenience, but <u>necessary items must be returned to the boy as needed</u> (i.e., school supplies, only pair of shoes, etc.). A fine will still be levied on these items. | \$.25 per item. (Pairs or sets of items are counted as one item) |
| <ul style="list-style-type: none"> • Damaging/removing bedroom window screen | \$5.00 if removed or repair cost if damaged |
| <ul style="list-style-type: none"> • Food fine (for blatantly wasting food.) | up to \$1.00 |
| <ul style="list-style-type: none"> • Laundry fines: A boy may be fined for leaving clothes in the laundry room overnight (unless final load is in the dryer). House parents may also levy the fine when giving a boy permission to wash clothes on a day other than his assigned laundry day, if he missed his laundry day by his own negligence. | \$1.00 per incident (not per load). |
| <ul style="list-style-type: none"> • Lights or heaters left on in bedrooms after leaving in the morning | \$.50 per boy |
| <ul style="list-style-type: none"> • Possession of alcohol or drugs | \$50.00 |
| <ul style="list-style-type: none"> • Setting off the fire alarm | \$50.00 |
| <ul style="list-style-type: none"> • Smoking indoors | \$20.00 |
| <ul style="list-style-type: none"> • Tack or nail holes in bedroom paneling | \$1.00 per hole |

Working off fines

Generally, boys may go in debt in their general accounts up to \$2.50 at any one time. If a boy is in debt in his general account more than \$2.50, house parents may assign the boy work hours to be paid at \$2.50 per hour. The money he earns for working these hours will be paid to him through his general account, bringing his account back up to zero. The money itself is then transferred to the house's recreation account.

C. Other Consequences

For school-related disciplines, see section 5, pages 35-41.

For Level 1 policies, see section 3, page 2.

For information regarding calling the sheriff, see Section 5, page 14.

For information regarding runaways, see section 5, page 14.

For incident report information, see section 5, page 16.

D. Quick reference consequence chart

| Offense | Consequence |
|--|---|
| Assaultive behavior | Level 1 |
| Bedtime violations | Detention and/or short work time |
| Bus suspension | 2 hours work for each day off bus-done before allowed at school |
| Contraband (cigarettes or tobacco) | 3 day in-house level 1 with 3 hours work |
| Contraband (matches, lighters, other) | Detention |
| Cutting or dying hair without permission | Level 1 |
| Defiance | Level 1 |
| Detention violations | Detention and/or short work time |
| Disrespectful comments to staff | Time out or work time |
| Drug/alcohol/inhalant use or possession | Level 1 and \$50 fine |
| Food wasted | up to \$1.00 fine |
| Laundry violations | \$1.00 per incident (not per load) |
| Lights or heater left on | \$.50 fine per boy |
| Lying to staff | 1 to 3 nights detention |
| Missing the bus after school/after school det. | 1 hour of work upon return from school |
| Missing the bus and catching the shuttle | 1 hour of work upon return from school |
| Missing the bus & shuttle in the morning | 1 hour of work done immediately, and work until ride is found |
| Off campus at school | Level 1 |
| Out of bounds (minor) | Detention |
| Out of bounds (major) | Level 1 |
| Parent/teacher conferences | In-house level 1: 1 day, 1 hour work, 3 hours time out |
| Pornography | Level 1 |
| Running away | Level 1; possible time in time-out facility; possible fines |
| Seat belt not on while off Ranch property | Detention |
| Setting off fire alarm | \$50.00 fine |
| Skipping school | Level 1 |
| Smoking | 3 day in-house level 1: 3 hours work & 3 hours time-out |
| Smoking indoors | 3 day in-house level 1: 3 hours work, 3 hours time-out, & \$20 fine |
| Staying after school for disciplinary reasons | 1 hour of work |
| Stealing | Level 1 |
| Suspension from school (partial day) | In-house level 1: 1 day, 1 hour work, 3 hours time out |
| Suspension from school | Level 1 |
| Swearing | Detention |
| Swearing at staff | 1 to 3 nights detention |
| Tattooing | Level 1 |
| Threats | Detention (level 1 if serious) |
| Van (shuttle) suspension | Work during next full day of school |
| Vandalism | Level 1 |
| Window screen damage/removal | \$5.00 fine if removed or cost of repair if damaged |

Appendix E

Resident One's Behavior Recordings

QUARTERLY REPORT

I. ADMISSION INFORMATION

Name: _____
 Case # Private _____
 Birthdate: _____
 Admission: _____
 Transfer: _____
 Discharge: _____
 Permanent plan: Return Home 9 to 12 months
 Report period: 11-24-98 to 2-24-99
 Date report prepared: 2-24-99
 Counselors: _____ (Family)
 Name of person preparing report: _____ and _____
 Home: Chalet

II. SOCIAL SUMMARY

Reasons for Referral and Background Information:

From _____ mother, _____

_____ was adopted at age six weeks by the Nelson Family. When _____ was three years old he began exhibiting what seemed to be unusual and inappropriate behaviors (fits of rage, soiling his pants, "out of control" behavior). These behaviors and others (violence, hysteria, self-inflicted pain, and degrading remarks about himself) continued through early childhood. In kindergarten, teachers became concerned because of sexual comments _____ was making.

In 1991 _____ disclosed that he had been sexually abused by his father. CPS was notified and _____ left the home with her two boys. _____ father has denied all of _____ allegations.

After the disclosure, _____ began receiving extensive therapy, and he made good progress. He was much more in control and his bed wetting stopped.

_____ and her husband divorced, and a restraining order was placed on him, and no contact occurred between _____ and his father for the next six years. Last Spring _____ father contested the ruling, and a judge ordered two unsupervised all-day visits between _____ and his father. After the first visit,

_____ began soiling his pants and wetting the bed again. Even worse, _____ younger brother began soiling his pants as well.

The court assigned counselor then ordered _____ to accompany their father and his wife to California for a one week stay. While there, _____ was caught shoplifting. Since _____'s return home he has had increasing problems following rules at home and at school. His attitude has become defiant and hateful, and he argues over what seems to be the most ridiculous things. He has become physically aggressive and has lit matches in the home, causing minor damage. He has written on his bedroom wall and has broken various things in the home. He has racked up over \$1100 worth of 900 calls.

A few months back, _____ therapist determined that traditional counseling was not an appropriate way to approach _____ problems and that he needed a structured regime of positive influences.

When _____ was in the 5th grade he attended a private Christian school. He had problems at the start, but then began doing better after forming a close relationship with his teacher. This teacher was called away to Desert Storm, and _____'s behaviors again went downhill. He was expelled and was then home schooled for the rest of that year. Last year _____ attended public school, and the results were disastrous. He was suspended numerous times, then was expelled. This year he is attending a private Christian school. _____ has fallen behind in his work and was recently expelled from the after school program because of non-conformity to rules.

Current Treatment Goals:

Goal #1: _____ will learn to respect authority by being obedient and controlling his anger.

Goal #2: _____ will learn anger management skills; refrain from abusing property and yelling.

Goal #3: _____ will learn to cheerfully and immediately cooperate when asked to do things around the home.

Goal #4: _____ will learn to get along with peers especially at school.

Goal #5: _____ will learn to tell the truth in every situation.

III. REVIEW OF TREATMENT GOALS & PROGRESS

Goal #1: _____ will learn to respect authority by being obedient and controlling his anger.

Progress 11-24-98: On the outside _____ seems to be peaceful. He has rarely been disrespectful and has been openly disobedient only a few times. It is obvious that he

has little inward respect for authority by the way that he flippantly disregards correction or help.

Progress 2-24-99: A little more of [redacted], anger has been shown openly. We are grateful for this as it seems that [redacted] is repressing most anger-causing events in his life. He seems to be gaining some respect for authority although it is evident that much inward disrespect remains due to his pushing of many boundaries.

Goal #2: [redacted] will learn anger management skills; refrain from abusing property and yelling.

Progress 11-24-98: [redacted] seems to have a lot of repressed anger due to the pain in his past. He has never exploded in anger while at the Ranch although he does admit that this was a problem at home. Instead, he has on a frequent but random basis, been destructive to private property. This includes graffiti on bathroom stalls at school, shattering a light bulb on the stairs inside the school, a fire started in the Ranch's woodshop bathroom, a van ignition destroyed as well as an increase of other damage that we cannot pin on [redacted], but suspect that he must have some part in. There seems to be no direct connection between [redacted] destruction and events that might cause anger.

[redacted] has not yelled while at the Ranch. His reaction to staff when consequence or corrected is one of numb apathy.

Progress 2-24-99: We have seen a drastic reduction of destroyed property over the last three months. Presently, the amount of destruction is at zero. Now [redacted] seems to be taking his repressed anger out on peers at school. This has resulted in several short-term suspensions and then lately a 45 day suspension. Yelling is still not an issue for [redacted] while at the Ranch.

Goal #3: [redacted] will learn to cheerfully and immediately cooperate when asked to do things around the home.

Progress 11-24-98: No great problem has been noted in the Chalet concerning this goal. [redacted] struggles at times to perform to houseparent standards but he does not argue to try to get out of the task assigned. [redacted] does not always immediately cooperate with directives around the home. It seems that if he thinks he can get away with something he will try to.

Progress 2-24-99: Overall, we have seen much progress on this goal. [redacted] is taking far more personal responsibility for his chore and bedroom. He has actively sought out house parent expectations concerning bedroom and chore and followed them precisely.

There are times, however, when [redacted] is slow to respond and not very invested in doing what staff have asked him to do. This passive defiance can cause a lot of frustrations for staff.

Goal #4: [redacted] will learn to get along with peers especially at school.

Progress 11-24-98: Peer struggles at the Ranch have been minimal. [redacted] tended to belittle and condescend with scathing comments towards those he disliked when he first got here. Lately we have seen a reduction in his poor treatment of peers at home. This is likely due to the fact that [redacted] is usually sent to his room immediately for his comments.

At school peer conflicts and pressures seem to play a major part in his struggles. Teachers and administrators constantly express concern that [redacted] is not fitting in; he is not even trying to fit in. He acts strange in order to attract negative attention. Some examples include turning his shirt into a cape every day and acting sinister; laying down on the floor so that he could look up into a teacher's nose and making comments on it while class was in session; falling down on the floor and having a spasm in the middle of class. Teachers have been very gracious but this is only because he does not normally escalate once confronted. Right now the principal of the school keeps an eye on him all the time he is out of class in order to keep him in line. Much of this problem may be due to felt need to impress girls.

Progress 2-24-99: Classroom behavior has improved. His teachers are saying that he is refraining from acting out and disturbing while in class. However, [redacted] has repeatedly received suspensions, several times for assaultive behaviors and once for threatening to kill a student. One time he was caught trying to flush another kid's head in the toilet. Another time he was overheard saying, "I'm going to kill John..." When the teacher questioned him on that statement [redacted] replied that he was going to, "Beat John up." He was immediately expelled and then recently was given a modified 45 day suspension instead

[redacted] will likely be accepted in a new alternative school setting specifically designed to handle behaviorally disabled or learning disabled students. It is our understanding that some of these social skills will be addressed within that school setting.

It is apparent that [redacted] seeks attention in any form that he can get it. Being a bully is just his latest way of getting attention. He walks down the halls in the school looking tough and mean. He is one of the larger boys in the school and is very intimidating. In [redacted]'s defense, almost all the other bizarre behaviors have stopped (i.e. vandalism, satanic symbols, fire starting, breaking things in the home, stealing, smoking in the house etc.), and so we are encouraged to see just one problem take the place of myriad other ones. This seems to be due to a reduction in anger of late.

Goal #5: [redacted] will learn to tell the truth in every situation.

Progress 11-24-98: [redacted] does not tell the truth very consistently. Staff catch him in his lies about two or three times a week on average. Most of the lies are in order to get out of consequences. However, sometimes [redacted] will lie when there is no apparent advantage to himself. When he is caught he usually becomes silent although many times he continues to plead his innocence despite all evidence against him.

[redacted] was also caught forging teachers' signatures to insure he would avoid consequences after school.

Progress 2-24-99: [redacted] is in far less trouble now and has less reasons to lie. He seems to be gaining trust within the home due to the fact that at times he is far more honest than he used to be.

[redacted] still does lie and deceive to try to avoid consequences, however.

Identified Strengths: [redacted] is an excellent artist. He is athletic, strong and loves sports—football, skateboarding, basketball etc. [redacted] is friendly and good with

Name _____

Level 2

Last Weeks Points 50

Week Ending 3-12-99

Chore lower bath

This Weeks Points 72

| Points | Comments | Fines & Supplies | Paid Work | Consequences |
|---------|--|------------------|-----------|--------------------------------------|
| B 3 | | Pillowcase 1.50 | | DETENTION |
| B 2 | | | | DETENTION |
| R BED 3 | looks good (bedroom) | | | do not touch sound system for 1 week |
| R CH 2 | | | | |
| A 3 | | 5.00 SCREEN | | DETENTION - SCHOOL |
| B 2 | antagonizing CJ and Richard after detention. | | | DETENTION |
| R BED 3 | | 1.00 (1.00) | | |
| R CH 2 | TOILET SEAT (x2) | | | |
| A 3 | | | | DET. SCHEDULE |
| B 2 | WATCH THE STORY TELLING | | | |
| R BED 3 | GOOD JOB - WINDOW LEAVE NEEDS WORK | | | |
| R CH 3 | SHOWER (COULD USE A BETTER JOB) | | | BE READY FOR WINTER TRIP |
| A 2 | HYPERT, you need to settle down when asked. | | | |
| B 1 | Too much messing around in AM during homework | | | |
| R BED 3 | HYPERT not on task during work time | 1.00 conf. | | HAVE A GREAT TRIP! |
| R CH 3 | | | | EXTRA HOUR of WORK |
| A 2 | | | | |
| B 2 | | | | |
| R BED 3 | GOOD JOB SNOW | | | |
| R CH 2 | | | | |
| A 2 | | | | |
| B 2 | | | | |
| R BED 3 | CAMP | | | |
| R CH 2 | | | | |
| A 3 | | 1.25 CONF. | | |
| B 3 | | | | |
| R BED 3 | | | | |
| R CH 2 | | | | |



Total Points 69 + Trust Rating 3 = TOTAL POINTS 72

(A=Attitude B=Behavior R=Responsibility)

DAILY PROGRESS CHART

93

HOUSE PARENTS: _____

3 NAME _____

DATES: FROM 3-17 TO _____

Please comment, as applicable, on the boy's day in the following areas:

- NOTES: A. Please include positive comments as well as areas of difficulty
B. Under Weekly Treatment Plan, please include both boy and staff responsibilities.
C. Under Other Significant Events/Information, please include items such as *level 1; placed in the gym; significant phone calls; joined sports; extremely positive or negative responses to people or events; off and/or on-site visits with caseworkers, relatives, etc.; visits to staff or foster parent homes; etc.)*
D. Be sure to reference incident reports.

Date _____

WEEKLY TREATMENT PLAN

1. DET. FOR LYING - MISUNDERSTANDING PAPER.

OTHER SIGNIFICANT EVENTS/INFORMATION

HYPER - HAD TO BE CALMED DOWN SEVERAL TIMES.

Date _____

WEEKLY TREATMENT PLAN

1. WAS ISOLATED DUE TO PEER RELATIONS FOR 10 MIN. 2x.

OTHER SIGNIFICANT EVENTS/INFORMATION

GOOD DAY
REALLY WANTS LEVEL 3.

Date _____

WEEKLY TREATMENT PLAN

1. DET. MANIPULATION (LYING)
2. ISOLATED FOR 10min DURING DINNER

OTHER SIGNIFICANT EVENTS/INFORMATION

HAPPY ABOUT LEVEL 3.
HYPER.

CLIENT WEEKLY TREATMENT PLAN REPORT

Name: _____ Week beginning 3-17-99 Ending 3-23-99
 Date of Report: 3-24 Boy's current roommate: _____
 Level: 3 Trust Level: 5 Points Average: _____ Days on 3: _____ Days on 4: _____
 Level 1(s) earned: _____ Reason(s): _____

Suspension from school--# of Days: _____ Reason: _____

Alternate crisis, supervision, policy plan: 1. Staff will alarm _____'s door every night.
 2. _____ will not be allowed to have a roommate until further notice. 3. _____ will be on probationary line-of-sight which means that he will be placed on line-of-sight for one week periods whenever his behavior warrants it. 4. Because of the amount of damage being found in the home _____ will be required to pay for a quarter of this damage unless it is found that someone else has done the damage.

Please comment on each treatment plan. Include your intervention(s) and the results (boy's reactions progress, regression, etc.). If the treatment plan was not implemented, please note that.

1. Staff will be aware of _____'s tendency to lie and encourage him to tell the truth in every situation. *SEVERAL SITUATIONS WHERE _____ STRETCHED THE TRUTH. THE LAST ONE ABOUT DISLOCATING HIS ARM. WE CAME HOME FROM SKIING OVER AN HOUR EARLY DUE TO EXAGGERATION.*

2. Staff will isolate _____ whenever he is verbally abusive or condescending towards peers; teaching him reconciliation skills and how to live at peace with others. *RECEIVED TIME OUTS (10 min) FOR COMMENTS AND THREATS TO PEERS 4X. WAS OVERLY HYPER THIS WEEK.*

3. _____ will not be allowed to use the bathroom during a meal. Staff will try to remind him to use it before he is seated. *DID NOT ASK TO USE THE BATHROOM DURING ANY MEALS THIS WEEK.*

Houseparent Signature: _____

Record of Client Session
(confidential)

Client Name: _____

Date of Session: 3-26-99

Length of Session: 40 min.

Counselor: _____

Content: _____ and I talked about his newfound success of being on level three. I gave him lots of encouragement. But, I also had to express my concern over the houseparent's report that he was severely hyperactive and needed many short time outs to maintain in the group home. He admitted to these problems and seemed perplexed with what to do with them.

We talked about various reasons that he was acting out. I asked him if he felt that he needed to prove himself with the newer, older guys in the home. He said that he didn't think this had a whole lot to do with it. I posed the possibility that he was unsure about what to do with his success and felt uncomfortable on level three. He said that this sounded right and went on to say that he was afraid of what people would think if he was on level 3 for only two weeks and then lost it again for a while. He said that he was determined to not let this happen...that if he went on points probation that he would work extra hard to earn enough points the next week.

We talked about the specific things that he could do to earn the points needed. I gave him lots of encouragement about his stresses about being successful and told him that it was OK to feel that way and that he and I would work through it together.

Assessment: Lots of encouragement and some breakthroughs for _____ as he voiced his uneasiness with success.

Plan: Work on _____'s constant need for peer approval. Help _____ establish a self-image that is not so dependent on the views of others.

Counselor signature: _____

Name _____

Level 2

Last Weeks Points 112

Week Ending 3-19-99

Chore Li Bath

This Weeks Points 75

| Points | Comments | Fines & Supplies | Paid Work | Consequences |
|-------------------|--|------------------|-----------|---------------------------|
| A 2 | "Show off" it | | | |
| B 1 | Not swimming approp. time, Inapprop. comments during | | | |
| R B E D D C K T 4 | Good JOB 😊 | | | eve. snack |
| R B E D D C K T 4 | Great Follow-through! | | | |
| A 3 | Much better! | | | |
| B 3 | | | | |
| R B E D D C K T 3 | WARNING: Desk drawers cluttered (1 Junk Drawer) | | | |
| R B E D D C K T 1 | Mirror spots / Sink (near door), NO LINER | | | |
| A 3 | | | | I'm proud of |
| B 2 | Carport clutter (am) | | | your step to "Level 3" |
| R B E D D C K T 3 | 😊 | | | points. Also your honesty |
| R B E D D C K T 3 | | | | w/ 25¢ from the store |
| A 3 | APPRECIATE "obedient" attitude | | | blessed me. I'm praying |
| B 1 | Inapprop. comment re: gift | | | for you always & mirac |
| R B E D D C K T 3 | Inapprop. comment before study time | | | to return to school. |
| R B E D D C K T 3 | Please throw pop can away & elsewhere | | | |
| R B E D D C K T 2 | Sinks (includes around faucets, etc.) | | | |
| A 3 | | | | Det. Lying |
| B 3 | | | | |
| R B E D D C K T 3 | Deord. needs to be hidden from view! | | | |
| R B E D D C K T 0 | Sinks (see Tues.) 2x, NO LINER | | | |
| A 3 | | | | |
| B 2 | WATCH HORSEPLAY + ANTICRISIS | | | |
| R B E D D C K T 3 | ger! | | | |
| R B E D D C K T 2 | hoo ... / ... | | | |
| A 3 | | | | Det. MANIPULATION |
| B 2 | Comments = dinner | | | |
| R B E D D C K T 3 | | | | |
| R B E D D C K T 2 | ... Late! | | | |

Total Points 70 + Trust Rating 5 = TOTAL POINTS 75

(A=Attitude B=Behavior R=Responsibility)

DAILY PROGRESS CHART

HOUSE PARENTS: _____

NAME _____

DATES: FROM 3-24 TO 3-30-9

Please comment, as applicable, on the boy's day in the following areas:

- NOTES: A. Please include positive comments as well as areas of difficulty
- B. Under Weekly Treatment Plan, please include both boy and staff responsibilities.
- C. Under Other Significant Events/Information, please include items such as level 1; placed in the gym; significant phone calls; joined sports; extremely positive or negative responses to people or events; off and/or on-site visits with caseworkers, relatives, etc.; visits to staff or foster parent homes; etc.)
- D. Be sure to reference incident reports.

date 3-24

WEEKLY TREATMENT PLAN

1. was playing games w/injured shoulder today, is he wearing the sling (or) not was the dilemma? He took it off completely by lunch went on "hike" & did rock climbing maneuvers with "slight" caution raising injured arm.

OTHER SIGNIFICANT EVENTS/INFORMATION

2. Did not notice any abusive or condescending comments. He finished KP chore & then served a detention. went on hike & practice "rock climbing" at Peshastin Pinnacles. He was quick & not thinking thru maneuvers of "rock climbing" which gave him little results. He enjoyed DQ treat afterwards. 2 items broke (utensils) in KP chore - will share w/treatment team.

date 3-25

WEEKLY TREATMENT PLAN

1. did not appear to lie today, he spent 1/2 day @ lod

2. was reduced a pt. for condescending comment in kitchen during am chore & on quiet time in van on way home for derogatory comment to

OTHER SIGNIFICANT EVENTS/INFORMATION

went to school on 1/2 day & did fine. He was able to serve a detention in afternoon & early eve, in order to see Donkey BB game (Wen.) & treat afterwards. rec'd called from his mother re: home visit 4/10-4/12 hopeful

date 3-26

WEEKLY TREATMENT PLAN

1. was not found to lie today.

2. was not noticed to verbal abuse or condescend today

OTHER SIGNIFICANT EVENTS/INFORMATION

had testing @ school ofc. in morning He was able to play his level 3 nintendo today - gave grade he's been working all week pretty much 4-5 + detentions even

CLIENT WEEKLY TREATMENT PLAN REPORT

Name: _____ Week beginning 3-24-99 Ending 3-30-99

Date of Report: 3-30-99 Boy's current roommate: None

Level: 3P Trust Level: 5 Points Average: 67 Days on 3: 7 Days on 4: _____

Level 1(s) earned: _____ Reason(s): _____

Suspension from school--# of Days: _____ Reason: _____

Alternate crisis, supervision, policy plan: _____ is not allowed to be on the computer until further notice. _____ is not allowed to use any of the electronics in the home. *

Please comment on each treatment plan. Include your intervention(s) and the results (boy's reactions progress, regression, etc.). If the treatment plan was not implemented, please note that.

1. Staff will be aware of _____'s tendency to lie and encourage him to tell the truth in every situation. *We didn't observe lying this week. It appears that he has actually changed. I'm not sure I would trust him to tell the truth in a stress situation but he has made great progress in normal situations. We did tell that his shoulder wasn't hurt but he held on ^{his courage}.*

2. Staff will isolate _____ whenever he is verbally abusive or condescending towards peers; teaching him reconciliation skills and how to live at peace with others.

_____ has made progress in this area. He is still condescending, especially to the more vulnerable boys, but not as much nor to the ~~the~~ degree that he did formally.

Houseparent Signature: _____

Record of Client Session
(confidential)

Client Name: [redacted]

Date of Session: ~~4-1-99~~ 3-29-99

Length of Session: 55 min.

Counselor: [redacted]

Content: [redacted] and I talked about his need to impress others. We outlined his different titles over the years. A couple years ago he got a lot of pleasure out of people knowing him as a pyromaniac. Last fall he was known as the class clown and then this year he is known as the tough guy bully. He saw how these titles were very important to him and how he wanted to perpetuate his name.

We took a side trail as I asked him if he had done any class clown type stuff that we had not caught him on. He said that he had hid a boy's bag up behind some ceiling panels but then took it down and stuck it in the bathroom. He claimed that he took some unknown lock and put on a person's locker. The janitor had to come and cut the lock. He claimed that he messed with his teacher's chair all the time whenever his teacher would step out of the room. We talked about going to [redacted] and talking to him about his behaviors and asking for forgiveness. He assented intellectually but I don't think he wanted to follow through.

We went back to seeking the spotlight through his behaviors and having a better base of self-confidence although I do believe that much more could be delved into on this topic.

Assessment: [redacted] did not seem remorseful about his behaviors at the middle school. In fact he seemed to tell the stories with a certain element of pride and joy. I think it was ground breaking for him to talk about it at all and I think that he is learning to trust and starting to take some responsibility for his behavior simply by talking even though it seems that he is not remorseful.

Plan: Keep going more and more into specifics of changing these poor images that he perpetuates with his peers in order to gain acceptance and esteem.

Counselor signature: [redacted]

Name: _____

Level: 3

Last Weeks Points 75

Week Ending 3-26-99

Chore COUNTERS

This Weeks Points 67/100

~~SWEEPING~~ ~~SIDEWORK~~

| Points | Comments on points (A=Attitude B=Behavior R=Responsibility) | Fines/ Supply/ \$ earned | Outside Work | Detentions/Time outs & Comments to boys |
|-----------|---|-----------------------------------|---------------------|---|
| A 3 | way too hyper during detention/bedroom attention seeking | | amount given: | Detention: <u>DET. SCHOOL</u> |
| B 1 | | | time started: | Time outs over 1/2 hr. (location / duration / reason): |
| D B E D 3 | | | total time outside: | |
| C B R 1 | microwave pm stove dirty food not labeled microwave not done! | | weather: | |
| A 3 | HYPER + INAPPROPRIATE COMMENTS | | amount given: | Detention: <u>DET. SCHOOL</u> |
| B 2 | | | time started: | Time outs over 1/2 hr. (location & duration): |
| D B E D 3 | | | total time outside: | |
| C B R 2 | am ok SICK POLICY | | weather: | <u>7 PM PASTIME</u> |
| A 3 | BEHAVIOR OVER SURVEY | <u>334</u> <u>STAMP</u> | amount given: | Detention: <u>DET. SCHOOL</u> |
| B 2 | | | time started: | Time outs over 1/2 hr. (location & duration): |
| D B E D 2 | | | total time outside: | <u>YOU NEED TO GET IT BACK TOGETHER TO KEEP LEVEL 3.</u> |
| C B R 1 | SICK POLICY | | weather: | <u>VIOLATIONS ON SICK POLICY</u> |
| A 3 | ANTAGONISM | | amount given: | Detention: <u>DET. S.A.</u> |
| B 2 | | | time started: | Time outs over 1/2 hr. (location & duration): |
| D B E D 3 | | | total time outside: | <u>SEEK ABOUT YOUR AREA.</u> |
| C B R 0 | am ok NOTHING RIGHT | | weather: | |
| A 3 | You are doing better getting chore done & visiting w/ | <u>25</u> <u>STAMP</u> | amount given: | Detention: <u>DET. DET. VIOLATION</u> |
| B 3 | | | time started: | Time outs over 1/2 hr. (location & duration): |
| D B E D 3 | | | total time outside: | <u>3/25</u> |
| C B R 3 | am ok (pm) WARNINGS: Microwave Range by coffee pot & coffee pot | | weather: | |
| A 3 | condescending (am) in kitchen; Inappropriate public display | | amount given: | Detention: <u>DET. SWEARING ON SURVEY</u> |
| B 1 | | | time started: | Time outs over 1/2 hr. (location & duration): |
| D B E D 2 | | | total time outside: | <u>3-26-99</u> |
| C B R 2 | Vacuum, WARNING: Dust heater & window ledge (am) Microwave | | weather: | <u>Your mom called & is talking to Dan re: home visit 4/10 - 4/12</u> |
| A 3 | Not paying attention re: chore | | amount given: | Detention: <u>DET. NO PAPER 3-27-99</u> |
| B 2 | | | time started: | Time outs over 1/2 hr. (location & duration): |
| D B E D 2 | | | total time outside: | |
| C B R 1 | Dust heater / window ledge (am) 2x called back (pm) Microwave / crumbs below counter gritty | | weather: | <u>Between little sink & toaster</u> |

Points 62 + Trust Rating 5 = TOTAL POINTS 67

CLIENT WEEKLY TREATMENT PLAN REPORT

Name: _____ Week beginning 3-31-99 Ending 4-6-99

Date of Report: 4-7-99 Boy's current roommate: _____

Level: 2 Trust Level: 5 Points Average: _____ Days on 3: 3 Days on 4: 0

Level 1(s) earned: 1 Reason(s): DEFIANCE: DIRECT DISOBEDIENCE.

Suspension from school--# of Days: _____ Reason: _____

Alternate crisis, supervision, policy plan: _____ is not allowed to be on the computer until further notice. _____ is not allowed to use any of the electronics in the home.

QUARTERLY GOALS:

Goal #1: _____ will learn to respect authority by being obedient and controlling his anger.

Goal #2: _____ will learn anger management skills; refrain from abusing property and yelling.

Goal #3: _____ will learn to cheerfully and immediately cooperate when asked to do things around the home.

Goal #4: _____ will learn to get along with peers especially at school.

Goal #5: _____ will learn to tell the truth in every situation.

WEEKLY GOALS:

Please comment on each treatment plan below. Include your intervention(s) and the results (boy's reactions progress, regression, etc.). If the treatment plan was not implemented, please note that.

1. Staff will be aware of _____ tendency to lie and will utilize a variety of interventions designed to teach him the benefits of being honest and the costs of being dishonest. **See list of interventions on master page. G5**

- _____ WAS OBSERVED ON 3 OCCASIONS TELLING EXAGGERATED STORIES. EACH TIME THIS WAS BROUGHT TO HIS ATTENTION + HE WAS ENCOURAGED TO CORRECT THE STORY.

- _____ WAS GIVEN DETENTION FOR LYING ABOUT HIS HOME.

2. Staff will give _____ a short time out whenever he is verbally abusive or condescending towards peers. **G2, G4**

- ON 4 OCCASIONS _____ RECEIVED TIME OUTS FOR COMMENTS + ANTAGONISM OF PEERS. → SOME OF THIS IS RELATED TO HIS ATTENTION SEEKING.

..... MUST I BELIEVE IS DUE TO HIS LOW SELF-IMAGE.

(Weekly Treatment Plan cont.)

3. ADDED 3-31-99: When _____ begins to seek attention in a negative way staff will use one of several interventions to calm him down (Short time outs, Think it Through worksheets, one-on-one conversations etc). NG _____ IS DAILY SEEKING ATTENTION IN NEGATIVE WAYS. HE HAS RECEIVED TIMEOUTS, ONE ON ONE'S, ETC. EVERY DAY THIS WEEK. MATURITY LEVEL + SELF ESTEEM ARE VERY LOW IN THIS AREA.

Houseparent Signature: _____

WEEKLY TREATMENT PLANS
5-5-99 to 5-11-99

GROUP ISSUES:

1. Staff will be aware of _____'s tendency to lie and will utilize a variety of interventions designed to teach him the benefits of being honest and the costs of being dishonest. See list of interventions on master page. G5
2. **ADDITION ON 5-5-99:** Staff will give _____ a short time out whenever he is verbally abusive or condescending towards peers. Please record what type of abuse, how many times per day, with whom and when.
3. When _____ begins to seek attention in a negative way staff will use one of several interventions to calm him down (Short time outs, Think it Through worksheets, one-on one conversations etc). NG
1. **ADDED 5-5-99:** On Wednesday the on-coming house dad will take at least fifteen minutes to connect with _____ one-on-one (preferably doing something that _____ has chosen to do. G4
2. Staff will give _____ a short time out when his body language is negative (i.e. scowl, turning his back or "aw man" etc.) and encourage him to interact with staff in more positive ways. _____ may avoid a time out by opening up about why he had the negative body language. G2, G4, G5
3. Staff will encourage _____ not to antagonize peers and teach him how to deal with peers appropriately and consequence him when he is tattling on trivial things (perhaps having him share in the consequences). G2, G4, G5
4. Staff will be aware of _____'s tendency to lie and will utilize a variety of interventions designed to teach him the benefits of being honest and the costs of being dishonest. See list of interventions on master page. G4
5. **ADDITION ON 5-5-99:** (Please record the number of times per week this has happened, with whom, time of day and the type of directive given.) If _____ is defiant during work he will be required to make up the missed hours of work after school is over. _____ may receive a one-day level one for saying "No" even if he doesn't mean it. He will receive an 3-day level one for saying "No" and then continuing to be defiant beyond approx. 15 minutes or more. Of course if _____ becomes escalated and defiant or persists long-term in his defiance a full level-one should be given. G1, G2, G4, G5

1. Staff will monitor _____ : adjustment back into Group Care.

2. **NEW GOAL ADDED 5-5-99:** Staff will watch for areas that _____ is pushing the boundaries within Group Care. **G2**

1. Staff will be aware of _____'s tendency of not following through with directives and will creatively motivate him and remind him to follow through. **G1**

2. **ADDITION ON 5-5-99:** Staff will teach _____ how to relate maturely with peers by avoiding arguments and speaking with a respectful tone of voice. Houseparents will utilize "Think it Through" sheets on a regular basis to help _____ analyze his peer-related behaviors and process alternate responses. **Please record what the argument was about, how many times per day, with whom and when. G3**

1. Staff will teach _____ how to get along with and be respectful towards peers; encouraging him not to be pestery or antagonistic. At least once a week staff (mediating the confrontation) will encourage a willing peer to confront _____ on a specific, recent antagonism. **G2, G3, G4**

2. Staff will monitor _____'s school performance with Daily Progress Reports. _____ will receive an hour in his room for each class he gets less than a 3 in (maximum hours =3). Houseparents will also require _____ to do homework listed for that day from the time he arrives home until after Study Time or until he finishes the homework listed. If he comes home with a Daily that has no homework listed out he will receive two Chalet Bucks. **G1, G4**

3. Staff will send _____ to his room for a short time to help him cool off when he is disrespectful or argumentative with staff. Staff will often spend a few minutes processing with _____ afterwards. Staff will encourage _____ to use the Think it Through worksheets. **G2, G3, G4**

4. Staff will be aware of _____'s tendency to lie and will utilize a variety of interventions designed to teach him the benefits of being honest and the costs of being dishonest. **See list of interventions on master page. G4**

1. Staff will encourage _____ to continue being a positive leader in the home and teach him how to motivate without bossiness (Jr. Houseparenting). **G1, G2, G4, G5**

2. Staff will encourage _____ to make good friends at school, checking in with him at least once a week in this area. **G2, G3, G4, G5**

I

1. Staff will give _____ a short time out and have him utilize the "Think it Through" worksheet when he is condescending towards his peers. **G2**

2. Staff will be aware of _____ tendency to lie (manipulate, split staff) and will utilize a variety of interventions designed to teach him the benefits of being honest and the costs of being dishonest. **See list of interventions on master page. G2, G1**

3. Staff will monitor and counteract _____ negative affect on the home through short time outs and talking with him privately about his affect on the home, his current frustrations etc. **G1, G2, G4, G5**

4. **NEW GOAL ON 5-5-99:** Please record (on a daily basis) the approximate percentage of time that _____ had a positive attitude within the home. Record any specific times when _____ would have normally been negative but chose instead to be positive. **G2 and G4**

Appendix F

Resident Two's Behavior Recordings

QUARTERLY REPORT

I. ADMISSION INFORMATION

Name: Client

Case # 18-D-580029-3

Birthdate:

Admission:

Discharge:

Permanent plan: Live with Uncle i and

Report period: 3-25-99 to 6-25-99

Date report prepared: 6-25-99

Name of Counselor:

Name of person preparing report:

Group Home: Chalet

II. SOCIAL SUMMARY

Reasons for Referral:

Client has been in juvenile hall several times for assaults (fighting), stealing, and probation violations. He has 6-8 months remaining on his probation, and generally refuses to comply with community service requirements. Client has a lot of trouble forming bonds and relationships with peers and adults. He has poor social skills. Client has a habit of stealing, and he acts on impulse without thinking. When he feels he is being treated unfairly or is threatened, he can react physically or verbally. As a rule, he does not respect adults. He behaves defiantly much of the time. Client has poor hygiene habits and must be prompted to take care of these matters. He suffers from night time enuresis.

Regarding school, Client tests high academically, but not possess the skills necessary to be successful in school. He has blown out of his last three schools due to oppositional behavior, extreme classroom disruptions, defiance, and assaultiveness. He requires one-on-one attention in order to maintain.

He does want to come, and he surprised the people who brought him by temporarily moving out of his usual sullen attitude and expressing that maybe this will be the place that can help him. His case worker emphasized that "Client has very low self esteem and that he needs structure and consistent positive role models who are invested in him and who will stick with him - even in bad times, and who will hold him accountable for his actions." Client, according to family, even though he

demonstrates a tough exterior, is really a hurting little boy who needs help. Likes and skills include: basketball, model cars, riding bikes, and drawing.

Background Information:

Client was physically and emotionally abused from birth on by his mother, who hit he and his siblings regularly. Due to his parents' drug use, he was often neglected and denied physical care for long periods of time (allegations included medical neglect, withholding food, kids with black eyes, hair pulled out, etc.). His file states "because of the abuse, Client has developmental problems. He does not socially function appropriately, he does not comprehend cause and effect, and he is academically behind." He was removed from his home in 1991 due to severe neglect and abuse and was placed with his grandmother. He does not have contact with his biological parents. Client has been placed in several foster homes, and has blown out of all of them.

Assessment:

Client has trouble connecting his negative behaviors with the unpleasant results they follow. He states that he wants to try again. His terms of probation will include compliance with our program.

Treatment Goals on Admission:

Goal #1: Client will follow all rules at [redacted] and fulfill expectations of probation.

Goal #2: Client will learn to get along with others and make good choices about how he reacts to people.

Goal #3: Client will succeed in school: get along with teachers and complete homework.

Goal #4: Client will learn to live within the structure of a family setting; develop relationships with support system.

Goal #5: Client will develop respect for others, honor boundaries and property.

Current Treatment Goals:

Goal #1: Client will work at participating in counseling.

Goal #2: Client will learn to get along with others and make good choices about how he reacts to people.

Goal #3: Client will stay off of level one for two weeks, and later, three weeks in order to earn home visits.

Goal #4: Client will learn to live within the structure of a family setting; develop relationships with support system. Connect with Kyle Barber or Mike Canfield again.

Goal #5: Client will develop respect for others.

III. REVIEW OF TREATMENT GOALS & PROGRESS

Goal #1: Client will follow all rules at _____ and fulfill expectations of probation.

Progress 9-25-98 Client was openly defiant a lot during his first month here. For example, staff would ask him to redo a certain part of his messy chore and he would start swearing, being defiant and would need to be removed from the home. Once outside he would continue his defiance and rage until on-call was called to take him to the isolation room. He had to be restrained on several occasions due to his aggressions towards staff.

Over the last two months we have seen a dramatic reduction of defiant episodes. He may speak defiantly but he always changes his mind and complies. At first, Client considered himself a short-term placement but lately he seems to be more content with staying here to work on his issues.

Progress 12-25-98 We have seen steady progress with Client for the past three months. Not only does he comply to the rules of _____ he also is eager to find ways to improve his stay at _____. He is presently on level three and very excited to be there.

Progress 3-25-99 Since the Christmas home visit, Client has struggled with being at the Ranch. He has taken very little responsibility for his behaviors and attitudes. He has blamed the Ranch for keeping him here despite major recurring problems both at the Ranch and at school. Perhaps recently we have begun to see Client pull out of his downward spiral. Client does not fight the Ranch rules too hard and he fulfills the expectations of probation. Therefore I believe we ought to eliminate this goal and create a goal that speaks specifically to Client's need to take responsibility for his behaviors and to be motivated to change his behaviors and attitudes.

Goal #1 Changed on 3-25-99: Client will fulfill expectations of probation; community service hours, counseling etc.

Progress 6-25-99: _____ pursued what Client needed to do for community service hours. It was determined that if Client received regular counseling that these hours would count towards his community service hours. Client is required to counsel with me once per week. He has been extremely resistant. He would respond to my most gentle and non-intrusive questions with anger. If pressed at all he would often shut down completely. It has been difficult to have any traditionally therapeutic relationship that does not damage our relationship.

In general, Client has become so angry and destructive that we have put a tentative time limit to his stay here. If he does not regain some control over his reactions to minor confrontations etc., he will not be allowed to stay here.

Goal #2: Client will learn to get along with others and make good choices about how he reacts to people.

Progress 9-25-98 Of all Client's struggles this is the most obvious. He is not well liked at home and reportedly at school. He loves to find ways to annoy people until they are enraged at him. He is rude and disrespectful of people's space and property. When confronted by peers he starts to rage, swear and blame. When Client is not being antagonistic and purposefully annoying he is not happy and lets everybody know he is discontented, so unfortunately it is rarely pleasant to be with him.

Progress 12-25-98 While there has definitely been progress in this area during the quarter, Client still continues to struggle with peer interaction. Progress has been made in two areas: he has less incidents of poor peer relations and overall the intensity of these negative reactions have decreased.

Client has continually struggled with roommates. He focuses on his hatred for them and how they are to blame for everything. Client is unwilling to take much responsibility for his half of these negative relations. Recently he got so angry at a roommate that he threatened to kill him and even had a two foot dowel and large glass bottle with which to attack his roommate if the house parents had not caught him with these items.

At school his relationships seem to be improving overall, however, he has been assaulted twice for making antagonistic comments to peers. After he is assaulted he claims almost complete innocence but his story does not match well with the angered peer. In the classroom Client seems to be minding his own business and refraining from antagonism.

The intensity of Client's anger towards staff has calmed some but he still becomes seriously angry once or twice a week. He does de-escalate before on-call backup is necessary which is a step in the right direction.

Progress 3-25-99 Since the Christmas home visit Client has been in a very negative mood and this has been reflected in the way he responds to both peers and staff. Client is known in the home as the most subtle antagonist. Some weeks I get complaints from every guy in the home about Client antagonizing when houseparents aren't looking. Client is also very smooth with his antagonisms, rarely repeating the same annoyance twice. This makes him hard for staff to track. Further, this leaves his peers exasperated with him. He has no one whom he could call a close friend.

He has a short fuse in his reactions to both peers and staff. Client seems to be almost constantly seething with anger just under the surface. When he is teased or feels put down by a peer he reacts with anger and verbal assaults instantly. When confronted by staff he most frequently responds negatively at first but will usually change his response quickly because he knows that serious consequences will come if he does not change his response. I believe that most of his negative reactions are learned responses that worked for self-protection in the past. Since, he is safe at the Ranch it makes less sense to use those responses here but because he has used them so long in the past they have now become habits that are hard to break. Also, it is apparent that Client sees very few people in a positive light. Therefore his responses seem to reveal the level of respect and trust he has for others.

Progress 6-25-99: See comments of 3-25-99. Client has used the word "no" a lot in the last quarter. He often refuses to do what staff have asked him to do. Further, he often escalates these responses to verbal abuse, property destruction and prolonged defiance.

Goal #3: Client will succeed in school: get along with teachers and complete homework.

Progress 9-25-98 Client seemed to be very excited about starting the school year. He went out and spent extra money on an organizational binder and had lots of enthusiasm mixed with anxiety as he entered. He began to struggle early on. He was constantly trying to annoy people with spit wads and talking during class. These distractions kept him from learning and getting any work done during class time. He was suspended three days for non-compliance.

Client was placed on a daily progress report which monitored his behavior in every class on a daily basis. Rewards and consequences are therefore given on a daily basis depending on the results of this report. Client said he was not going to do them but he complied after a while when he began to tire of the consequences. Since he has complied he has received excellent reports. He also remarks that he is able to get almost all his work done during class because he is not goofing off.

Progress 12-25-98 Success in school has been Client's greatest achievement. He struggled mildly early on in this quarter but has since then been doing well. Teachers were remarking so frequently about his success in every area that he was taken off the Daily Progress Report. Being taken off of the Daily Reports was a great relief and reward to Client. He has done well at school ever since both with teacher relations and completion of homework.

Progress 3-25-99 Client has struggled in school ever since his return from his home visit. This coincided with his lack of success at the Ranch--see other goal comments. Despite the positive relationship that was developing with his home room teacher, Client seemed intent on blowing out of school and taking out his frustrations on that home room teacher. Client was given many chances to succeed. On the second to last incident, Client ended up becoming violently angry and had to be sent to the office. In a rage he left the office and went back to the teacher and threatened physical aggression. He was suspended with the understanding that he would be successful in his anger management at the Ranch for a week and that he would come back with a plan of success so that any similar incidents could be avoided. Within a few days of his return to school, he was raging again and escalated to the point of requiring both the vice principal and the principal to de-escalate and contain him.

After a suspension the school was willing to take him back, but due to his history of poor behavior at school over the last quarter we decided to hold him out until an opening in the Alternative School could be gained. Client has been in the Alternative School for one week now. He claims that the work is easy and that it is not hard to do well there behaviorally. He may regain access to afternoon classes at the mainstream school if he meets the criteria of the Alternative School teacher. If he is successful in the half and half program he will be reintroduced into all mainstream classes.

Progress 6-25-99: Client did fairly well within the Alternative School setting for a while. Then his attitude began to sour and he had conflicts with teachers. I was called in for several conferences over Client's rudeness, non-compliance and escalatory anger. About two weeks before the end of the year we decided to pull him from school for the remainder of the year. It seemed that Client was heading for another serious blow up and we did not want to take the risk of that happening. Further, he was becoming increasingly resistant to doing homework. The teacher aid that he had completed about a third of the work required of him.

Goal #4: Client will learn to live within the structure of a family setting; develop relationships with support system.

Progress 9-25-98 Client has many of the characteristics of Reactive Attachment Disorder. Therefore, his trust of staff and peers is very limited. He believes that everyone is out to get him and staff have to frequently remind him that we are for him and not against him. Relationships with anyone have been slow in forming and even the greatest bonding can be quickly dropped by him when he is being consequence because he feels like he is a victim and/or is being betrayed. In groups Client is very disconnected and tries hard to distract others in the group. He responds poorly to group confrontations.

Client has a great desire to go to live with his uncle in Bremerton. Parts of his family have visited on several occasions. All these visits went well. However, Client is not knowledgeable or realistic about the expectations his uncle will have for him if he were to move there.

Progress 12-25-98 Comments from 9-25-98 still apply. Client has visited his uncle's home three times in the last quarter; immediately following the first quarterly, three days over Thanksgiving and two weeks over the Christmas Holiday (he is presently on this visit). Client came back from the first home visit upset because he stayed mostly with his grandmother and barely saw his uncle. He had a much better time on his second visit and even saw his mother (who may have been drunk at the time) and father. Results of the present visit are unknown. At the quarterly immediately following this visit we will discuss with everyone present what life will be like if Client were to go to live with Uncle Rance.

Progress 3-25-99 Since the visit over Christmas there have been no further home visits. Client's behavior has not earned a home visit. Client does some to bond in minor ways with certain staff here but these relationships can disintegrate instantly when he is crossed by them. With his home room teacher he pushed a good relationship almost to complete destruction with his anger. He lacks internal boundaries and is fully dependent on external boundaries in order to function. Because of his immense needs in this area he also requires a lot of detailed treatment plans for staff to follow in order for him to be held accountable and in order for him to maintain successfully. Client rarely sees his desperate need for structure or authority and usually treats any help offered with disdain. This seems to point back to his lack of trust for authority.

Progress 6-25-99 Client resists much of the support offered to him. He tends to think that he is fine and that every one else has problems and needs to change. He claims many times that despite his track record within the family setting at .hat he could move back to Bremerton and do just fine. In our opinion, Client is a long way from being ready to live within a normal family setting. He requires a lot of structure and immense treatment plans in order to help him make good choices.

Goal #5: Client will develop respect for others, honor boundaries and property.

Progress 9-25-98 Client exhibits very little respect for anyone. He is compliant only if he knows that staff will follow through with authority, yet he is regularly disrespectful in the process of his compliance. He is disrespectful towards all of his peers which is especially sad because we have many guys in the home that are relatively peaceful and kind.

For the most part Client has honored boundaries and property. However, he was caught after breaking into a locked door within the Chalet. He broke in and his peer stole a CD player with

some Cds. Another time Client broke some paneling in the wall with a pool ball. It is unknown whether he was purposeful or accidental in his destruction.

Progress 12-25-98 Client seems to be gaining respect for people. This includes teachers, house parents and even peers. He is less likely to be disrespectful to authority when he is confronted. Client had a recurring problem with stealing until late October. Since then he has honored people's private property. The method we used to help him break this habit was one he entered into willingly. He agreed to let staff take something of value (but non-essential, i.e. Legos) away from him each time he stole something. He entered this agreement desperate to change his ways. Since that initial theft and subsequent removal of his Legos he has not stolen anything to our knowledge.

Progress 3-25-99 Client took several steps back in this goal after his Christmas home visit. He came back with a chip on his shoulder and a complete lack of desire to work on issues. His lack of respect for peers comes out in myriad ways (i.e. refusing to pass a requested item at the table, streams of verbal abuse). Beyond that, when he is asked to reconcile and work through a problem he refuses to do so and will often escalate in anger.

His disrespect towards staff has come out through verbal abuse, huffing and puffing in anger when given directives, scowling and turning his back on staff when he is being spoken to. Perhaps recently we have begun to see some respect in his interactions with peers and staff.

Progress 6-25-99 The lack of respect for others has continued for the most part. One instance was notably encouraging though. He had missed the van ride home from school which required me to drop my important agenda to take him home. When I told him how I was affected by his irresponsibility he apologized! Further, the number of instances that Client has been caught stealing has decreased a lot.

Identified Strengths:

Client is intelligent and has a sense of humor. He is fun-loving and house parents appreciate his smile and the times when he chooses to bond with them. He is very active and loves to be out playing. Client is a hard worker. He is good with tools and loves to work on his bike. He is conscientious to do a good job even when staff do not outline the job step by step or oversee his work. He is also a quick thinker and often sees an area of need in a project and offers help before it is asked for. He is extremely creative and has amazed me with many of his practical and fun creations. Client is organized and does a good job cleaning his room and doing his chore. He has an eye for detail. Teachers have commented on his ability to comprehend school work, complete the problems and then move on to be a helper within the class room.

V. FAMILY TREATMENT PLAN

Family members included in the plan: . (uncle); . (uncle's girlfriend);
 . (grandparents).

Assessment: Shortly after intake, [redacted] expressed to [redacted] a desire to have Client live with them upon completion of placement, and are willing to participate in family visits and sessions to prepare for that. [redacted] ([redacted] mother and Client's grandmother) wants to be supportive of that goal, and is also committed to participating with the [redacted]

Family treatment goals & progress:

12-25-98 The family goal is to determine whether and when reunification is healthy for Client. As Client's behavior has improved at the Ranch, he has been able to go home for visits over the holidays. All visits have been reported as very positive. Since Client spends half of his visits with each home ([redacted]), it is not clear what his permanent living situation would look like. We will address this at the review of this report.

3-25-99 Client's behavior went quickly downhill following a positive visit home over Christmas. Client clearly did not wish to return to the Ranch. His poor behavior has canceled visit plans with family. At the same time, family members have not been involved up here, as [redacted] got called away to the long-term job in Montana, and [redacted] is busy with school. The family was unable to attend our Family Weekend. Consequently, no work has been done toward reunification. Client has shown some marked improvement in the past few weeks, and wants to earn a visit home for Spring Break. [redacted], and hopefully [redacted] will be present at this upcoming review, so we can talk again about the family work that needs to be done.

Identified Strengths: The family is obviously supportive of Client and want to be involved. Client has not one but two families behind him, and they live in very close proximity to each other.

Review of Visits/Contacts:

On-site:

9-25-98 [redacted] came to the Ranch for a short visit on August 1. [redacted] came and spent the night in the family cabin August 19-20. Subsequent arrangements for visits and/or sessions have been difficult since [redacted] planned on coming to the Family Weekend on September 19, but there was some miscommunication, resulting in [redacted] coming with her other grandkids before discovering that the Weekend was for parents only. We have scheduled to send Client back with his uncle for a home visit after the quarterly review.

12-25-98 The family has not been back on-site, in part to Winter driving conditions, in part due to Client's having earned the ability to go on home visits.

3-25-99 There have been no visits since Christmas.

Off-site (include non-family visits):

9-25-98 There have been no visits off-site as yet.

12-25-98 Client has been home on three occasions this quarter: October 8-11 (mostly spent with grandparents); for Thanksgiving, November 25-29 (with both families), and currently for Christmas, December 19-January 2. We have scheduled our quarterly review for the end of this visit, on the 2nd.

3-25-99 There have been no visits since Christmas.

VI. PERMANENT PLAN

Permanent Plan upon Admission: Undetermined

Changes in Permanent Plan: Live with [redacted] and [redacted] in 6 to 12 months

Review of Independent Living Plan (if applicable): Not applicable. Client is 15 years old.

VII. COMMENTS

9-25-98 It has been good to see the growth in Client's life while he has been here. He has refrained from infusing open chaos into the home through his escalatory anger and non-compliance lately. However, Client continues to infuse chaos into the home through his near constant antagonisms and disrespect of both peers and staff.

Client went on several trips over the summer: a four day trip to a music festival, a two day sailing trip on Lake Chelan and a ten day backpacking trip in the Cascade Mountains. No huge issues arose on any of these trips but his desire to control the groups he was with, his bad attitude and disconnectedness during team building times proved to be difficult to live with.

12-25-98 Client is learning how to be more and more successful. He relationships have improved at home with peers and staff and at school with peers and teachers. He is becoming more and more responsible to complete his responsibilities both at school and at home. He is achieving good grades at school and is on level three at the Ranch.

There remains, however, some deep unanswered questions regarding the rage that remains within him and the resulting sadness of his rough life. While Client is indeed stabilizing in many ways outwardly there seems to be very little inward stability. This is verified by his anger over the smallest things. He is not willing to even look at these deeper issues and says that they are irrelevant.

3-25-99 In a sense, Client's progress has been put on hold for the last three months while he has fought the fact that he needs to be here and has denied that he has issues to work on. Until recently he has been shutting down in counseling. All the staff remark that they would like to see the old Client back.

Two comments made previously need restatement. First, Client requires many long and detailed custom-made treatment plans in order to keep him in line. Despite his lovable characteristics, he is not an easy boy to live with. Client is a complex boy that requires a lot of creative staff interventions. Second, we may be seeing Client take more responsibility for his actions and attitudes. Just recently it seems that his interactions with both peers and staff have been more positive and there has been a lull in behaviors such as lying and stealing.

6-25-99 We have continued to see regression over the last quarter. Client seems to have no motivation to change. A call to a former therapist was very helpful. He said that Client's early child environment was so dysfunctional that Client is almost in culture shock whenever he enters a "normal" environment where standard expectations are existent. Client has a strong desire to return to the dysfunctional environment that he thinks is normal.

Client can be very pleasant to live with when he is in a good mood. We have hope that Client will be able to stay and begin to see the need to work on issues that trouble him.

Alpine counselor signature: _____

CLIENT WEEKLY TREATMENT PLAN

Name: _____ Week beginning 6-9-99 Ending 6-15-99

Alternate crisis, supervision, policy plan: 1. When _____ becomes angry or disrespectful staff need to call on-call early. On-call must be creative in their use of interventions/consequences realizing that this is an on-going issue for _____. 2. _____ will begin each new houseparenting week on Line-of-Sight. Each Friday, houseparents will determine whether or not _____ has earned his way off of the Line-of-Sight plan.

QUARTERLY GOALS:

Goal #1: _____ will follow all rules at _____ and fulfill expectations of probation.

Goal #2: _____ will learn to get along with others and make good choices about how he reacts to people.

Goal #3: _____ will succeed in school: get along with teachers and complete homework.

Goal #4: _____ will learn to live within the structure of a family setting; develop relationships with support system.

Goal #5: _____ will develop respect for others, honor boundaries and property.

Please comment on each applicable treatment plan daily. Include only brief descriptions of behavior, but mostly your intervention(s) and the results (boy's reaction, progress, regress, etc.)—what happened!

WEEKLY TREATMENT PLANS:

1. On Wednesday the on-coming house dad will take at least fifteen minutes to connect with _____ one-on-one (preferably doing something that _____ has chosen to do. G4

2. Staff will give _____ a short time out when his body language is negative (i.e. scowl, turning his back or "aw man" etc.) and encourage him to interact with staff in more positive ways. _____ may avoid a time out by opening up about why he had the negative body language. G2, G4, G5

3. Staff will encourage _____ not to antagonize peers and teach him how to deal with peers appropriately and consequence him when he is tattling on trivial things (perhaps having him share in the consequences). G2, G4, G5

4. (Please record the number of times per week this has happened, with whom, time of day and the type of directive given.) If _____ is defiant during work he will be required to make up the missed hours of work after school is over. _____ may receive a one-day level one for saying "No" even if he doesn't mean it. He will receive an 3-day level one for saying "No" and then continuing to be defiant beyond approx. 15 minutes or more. Of course if _____ becomes escalated and defiant or persists long-term in his defiance a full level-one should be given. G1, G2, G4, G5

DAILY PROGRESS CHART

118

HOUSE PARENTS: [REDACTED]

NAME _____

DATES: FROM 6/9/99 TO 6/15/99

Please comment, as applicable, on the boy's day in the following areas:

- NOTES: A. Please include positive comments as well as areas of difficulty
B. Under Weekly Treatment Plan, please include both boy and staff responsibilities.
C. Under Other Significant Events/Information, please include items such as level 1; placed in the gym; significant phone calls; joined sports; extremely positive or negative responses to people or events; off and/or on-site visits with caseworkers, relatives, etc.; visits to staff or foster parent homes; etc.)
D. Be sure to reference incident reports.

Date 6-9

WEEKLY TREATMENT PLAN

1. UNABLE TO ACOMPLISH DUE TO LEVEL 1 ABOUT WORK HOURS. WE DID HAVE A GOOD CONVERSATION LATER TODAY ABOUT ATTITUDES + DEFIANCE.
2. RELIEVED A TIME OUT DUE TO NOT DOING WORK HOUR. ^{1 DAY LEVEL 1}
3. NO ANTAGONISM NOTICED TODAY.
4. WAS DEFIANT W/ ^{OVER WORK HOUR}

OTHER SIGNIFICANT EVENTS/INFORMATION

HAD A GOOD DAY WITH THE EXCEPTION OF WORK HOURS.

Date 6-10

WEEKLY TREATMENT PLAN

- CAMPING -

2. NO TIME OUTS, GOOD ATTITUDE. STAYED POSITIVE.
3. DID WELL TODAY W/ PEERS - GOT ALONG WELL, EXCITED ABOUT TRIP.
4. ~~NO~~ DID ONE WORK HOUR @ CAMP FOR MIKE NASH.

OTHER SIGNIFICANT EVENTS/INFORMATION

GREAT DAY, GOOD ATTITUDE ~~STAYED POSITIVE~~, HELPED W/ CAMP SET UP.

Date 6-11

WEEKLY TREATMENT PLAN

- BEACH HIKE -

2. NO TIME OUTS. POSITIVE ATTITUDE ABOUT HIKE.
3. DID WELL W/ PEERS - EVEN WHEN DIRECTED TO JOB BY PEERS.
4. NO WORK DUE TO TRIP.

OTHER SIGNIFICANT EVENTS/INFORMATION

GREAT HIKING. GOOD ATTITUDE.

CLIENT WEEKLY TREATMENT PLAN

Name: _____ Week beginning 6-16-99 Ending 6-22-99

Alternate crisis, supervision, policy plan: 1. When _____ becomes angry or disrespectful staff need to call on-call early. On-call must be creative in their use of interventions/consequences realizing that this is an on-going issue for _____. 2. _____ will begin each new houseparenting week on Line-of-Sight. Each Friday, houseparents will determine whether or not _____ has earned his way off of the Line-of-Sight plan.

QUARTERLY GOALS:

- Goal #1:** _____ will follow all rules at _____ and fulfill expectations of probation.
- Goal #2:** _____ will learn to get along with others and make good choices about how he reacts to people.
- Goal #3:** _____ will succeed in school: get along with teachers and complete homework.
- Goal #4:** _____ will learn to live within the structure of a family setting; develop relationships with support system.
- Goal #5:** _____ will develop respect for others, honor boundaries and property.

Please comment on each applicable treatment plan daily. Include only brief descriptions of behavior, but mostly your intervention(s) and the results (boy's reaction, progress, regress, etc.)--what happened!

WEEKLY TREATMENT PLANS:

1. On Wednesday the on-coming house dad will take at least fifteen minutes to connect with _____ one-on-one (preferably doing something that _____ has chosen to do. G4
2. Staff will give _____ a short time out when his body language is negative (i.e. scowl, turning his back or "aw man" etc.) and encourage him to interact with staff in more positive ways. _____ may avoid a time out by opening up about why he had the negative body language. G2, G4, G5
3. Staff will encourage _____ not to antagonize peers and teach him how to deal with peers appropriately and consequence him when he is tattling on trivial things (perhaps having him share in the consequences). G2, G4, G5
4. (Please record the number of times per week this has happened, with whom, time of day and the type of directive given.) If _____ is defiant during work he will be required to make up the missed hours of work after school is over. _____ may receive a one-day level one for saying "No" even if he doesn't mean it. He will receive an 3-day level one for saying "No" and then continuing to be defiant beyond approx. 15 minutes or more. Of course if _____ becomes escalated and defiant or persists long-term in his defiance a full level-one should be given. G1, G2, G4, G5

DAILY PROGRESS CHART

120

HOUSE PARENTS: [REDACTED]

NAME _____

DATES: FROM 6-16-99 TO 6-22-99

Please comment, as applicable, on the boy's day in the following areas:

- NOTES: A. Please include positive comments as well as areas of difficulty
B. Under Weekly Treatment Plan, please include both boy and staff responsibilities.
C. Under Other Significant Events/Information, please include items such as level 1; placed in the gym; significant phone calls; joined sports; extremely positive or negative responses to people or events; off and/or on-site visits with caseworkers, relatives, etc.; visits to staff or foster parent homes; etc.)
D. Be sure to reference incident reports.

Date 6-16-99

WEEKLY TREATMENT PLAN

① - Spent 20 minutes working on his bike together.

② - [REDACTED] was verbally negative about playing basketball. I gave him some grace because I knew I was stretching him. He turned attitude around and was wonderful.

③ - Had a very good day with peers. One minor comment at dinner table, with

④ - Not a problem today.

OTHER SIGNIFICANT EVENTS/INFORMATION

Went to town with Melody. - Bought brakes for his bike.

Found out about his home visit the following day.

Played B-ball

Worked on bike a lot, alone, with me, with Melody

Date 6-17-99

WEEKLY TREATMENT PLAN

Left on home visit at 7:40am.

Was very pestery about taking bike (needed \$ he didn't have to get it on the bus). and his CD player (He's on level 2). Negative.

OTHER SIGNIFICANT EVENTS/INFORMATION

Left for home visit. Will be back at 1:00pm on Monday.

Date 6-18-99

WEEKLY TREATMENT PLAN

HOME VISIT

OTHER SIGNIFICANT EVENTS/INFORMATION

CLIENT WEEKLY TREATMENT PLAN

Name: _____ Week beginning 6-23-99 Ending 6-29-99

Alternate crisis, supervision, policy plan: 1. When _____ becomes angry or disrespectful staff need to call on-call early. On-call must be creative in their use of interventions/consequences realizing that this is an on-going issue for _____

QUARTERLY GOALS:

- Goal #1:** _____ will follow all rules at _____ and fulfill expectations of probation.
- Goal #2:** _____ will learn to get along with others and make good choices about how he reacts to people.
- Goal #3:** _____ will succeed in school: get along with teachers and complete homework.
- Goal #4:** _____ will learn to live within the structure of a family setting; develop relationships with support system.
- Goal #5:** _____ will develop respect for others, honor boundaries and property.

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WEEKLY TREATMENT PLANS:

1. On Wednesday the on-coming house dad will take at least fifteen minutes to connect with _____ one-on-one (preferably doing something that _____ has chosen to do. G4
2. Staff will give _____ a short time out when his body language is negative (i.e. scowl, turning his back or "aw man" etc.) and encourage him to interact with staff in more positive ways. _____ may avoid a time out by opening up about why he had the negative body language. G2, G4, G5
3. Staff will encourage _____ not to antagonize peers and teach him how to deal with peers appropriately and consequence him when he is tattling on trivial things (perhaps having him share in the consequences). G2, G4, G5
4. (Please record the number of times per week this has happened, with whom, time of day and the type of directive given.) If _____ is defiant during work he will be required to make up the missed hours of work after school is over. _____ may receive a one-day level one for saying "No" even if he doesn't mean it. He will receive an 3-day level one for saying "No" and then continuing to be defiant beyond approx. 15 minutes or more. Of course if _____ becomes escalated and defiant or persists long-term in his defiance a full level-one should be given. G1, G2, G4, G5

DAILY PROGRESS CHART

122

HOUSE PARENTS: [REDACTED]

NAME _____

DATES: FROM 6/23 TO 6/29

Please comment, as applicable, on the boy's day in the following areas:

- NOTES:
- A. Please include positive comments as well as areas of difficulty
 - B. Under Weekly Treatment Plan, please include both boy and staff responsibilities.
 - C. Under Other Significant Events/Information, please include items such as level 1; placed in the gym; significant phone calls; joined sports; extremely positive or negative responses to people or events; off and/or on-site visits with caseworkers, relatives, etc.; visits to staff or foster parent homes; etc.)
 - D. Be sure to reference incident reports.

date 6/23

WEEKLY TREATMENT PLAN

1. Spent time w/ [REDACTED] + plans for skating Equip.
2. received a time-out for being negative about work. He threw a broom because he could not get dirt off of sports court.
3. did well with peers today.

OTHER SIGNIFICANT EVENTS/INFORMATION

was slow to start working today, but when he did he did a good job.
is still doing better, but has been angry today.

date 6/24

WEEKLY TREATMENT PLAN

2. received no time outs for negative body language
3. has done well with peers - working closely with MK on bikes - without arguments.
4. was not defiant with work. He was reluctant

OTHER SIGNIFICANT EVENTS/INFORMATION

seems relaxed and happier. Participated in group activities - no detentions or time outs!
Went to softball game - patient and then did well w/ staff skateboarding at school.

date 6/25

WEEKLY TREATMENT PLAN

2. had no time outs today.
3. was antagonistic, but more playful than serious. He was not isolated and in a good mood.
4. ~~No work today.~~ Reluctant to do a work hour, but no work today.

OTHER SIGNIFICANT EVENTS/INFORMATION

participated in capture the flag - did very well.
environment to be around [REDACTED]