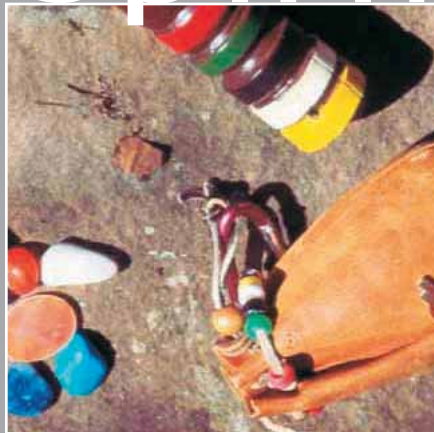




body



mind

spirit

Three Springs of Paint Rock Valley

General Information

Located on 600 acres in Trenton, Alabama, Three Springs of Paint Rock Valley Outdoor Therapeutic Program combines an array of services that provide opportunities for the healing and restoration of children and their families. Nestled between the mountains are two separate campuses that are naturally divided by a spring-fed creek. The Paint Rock Valley boys' campus carries a strong tradition and culture for males who range in age from 13-17. The Paint Rock Valley girls' campus also has an established tradition and culture for females, ages 13-17. The setting itself is the foundation for an environment where adolescents experiencing emotional and behavioral problems can safely begin to discover their hidden potential by learning about their personal strengths. The main campus consists of administrative offices, dining hall, shower/laundry facilities, gymnasium, and recreation facilities. Paint Rock Valley continues to emphasize the Mind, Body, Spirit philosophy that this first Three Springs program was founded on in 1985.

Three Springs utilizes the group process model that helps adolescents work toward solutions to daily problems.

The emphasis is on goal setting and taking responsibility for one's actions. Through trial and error, these adolescents learn to make better choices in their lives. The positive group culture creates a sense of community within each group and residents learn

the value of encouraging one another's efforts while supporting each other through life's challenges. Each day provides opportunities for residents to move from "needing" support to "offering" support to other group members.

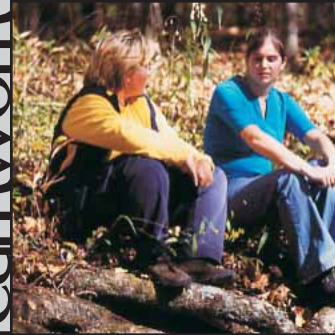
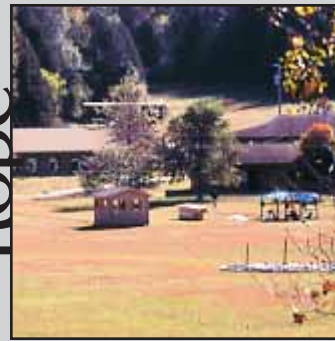
Skills learned through the group process experience help residents meet the daily physical requirements of the program. Because the program is adventure-based, it is important for residents to be able to physically participate in all activities. The adventure program includes low ROPES course initiatives, a climbing tower, an equine program, parent/child camping trips and group trips that include hiking and canoeing. Each day groups schedule recreation activities,

which include typical physical education activities. Residents have the opportunity to participate in high school athletics and compete with other local high schools.

Three Springs is considered to be a non-denominational organization. Paint Rock Valley offers all residents opportunities to participate weekly in non-denominational services that are designed to address the spiritual aspects of the adolescents' lives. Each child participates in this activity by presenting his or her own beliefs to the group. Residents are encouraged to explore their beliefs and to learn to communicate their questions and thoughts to their parents in order to receive consistent guidance.

Although Three Springs of Paint Rock Valley individualizes treatment for each child, characteristics are common among the adolescents placed in the program. The adolescents who are admitted to the program are typically children who have had difficulties responding to structure and rules. They have not been successful in building appropriate relationships with authority figures

or peers. The needs, wants and rights of others are not important to these individuals or are not balanced with the adolescents' own needs. These children typically will take unhealthy risks that jeopardize the safety of themselves and their families' well being. The history of many of these adolescents includes poor academic performance, low self-esteem, defiance of authority and poor communication skills.



healing

hope

teamwork

achievement

Education

Three Springs includes a private school that serves grades 7-12 and is an integral part of the outdoor therapeutic program. The school program is operated from separate boys' and girls' campuses. It is accredited through the Southern Association of Colleges and Schools with membership in the Association of Alabama Private Schools.

The faculty is totally committed to meeting the needs of each student. An individualized program of instruction is developed for each student upon his or her entry into the program, and the curriculum is adopted so that each student gains the skills and knowledge developed within a traditional liberal arts curriculum, which includes English, history, science, mathematics and foreign Language. Classes are highly structured with a small student/teacher ratio and are organized to encourage students to progress at their own pace.

For those students who earn their high school diploma before completing their therapeutic programs, college courses are available through a local community college.

Integrated into the curriculum and other experiential activities are opportunities for academic growth, improved self-concept, understanding of social heritage, service to the community and spiritual awareness. Among the diverse activities offered through the program are: traditional team sports, experiential activities, group trips, family activities, equestrian programs, teen dynamics and health and wellness.

While a student at Three Springs, each child has opportunities to participate in a variety of testing services, such as the ACT, SAT, Pre-SAT and the ASVAB. The Stanford Achievement Test and the Alabama High School Graduation Exam are given annually in conjunction with the surrounding school systems' scheduled testing. As indicated by these tests, Three Springs' students rank comparable to the state and national averages. Three Springs School typically follows the Alabama State Department of Education curriculum for meeting high school graduation requirements. Students are expected to pass the appropriate exit exams in order to graduate from Three

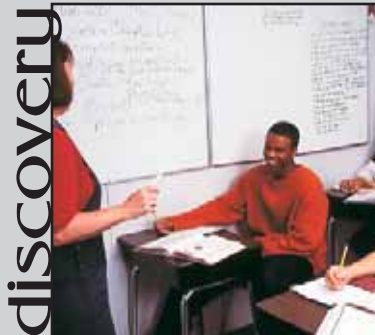


academics

Springs School. Any student who lacks several credits from graduating, but is nearing his or her eighteenth birthday, may prepare to take the GED exam.

All members of the teaching staff are certified through the State of Alabama in his or her subject area and/or exception-alities. Seventy-eight percent of the staff hold advanced degrees. They are a very dedicated and conscientious group of teachers with the students' interests at heart. Like all educational facilities, Three Springs is continually upgrading to meet the challenges of today's world. Each classroom is equipped with a TV/VCR and a computer. In addition, each campus houses a computer lab, which is equipped with the latest software technology.

Over 90% of Three Springs' students are college bound. As indicated by a follow-up survey, a majority of the students have returned to their local communities and are continuing their secondary educations in public, private or boarding schools. Many have completed their secondary level of education and are either continuing their educations or are employed.



discovery

We are delighted that most of the students who have received high school diploma's from Three Springs Private School have been accepted by colleges and universities throughout the nation. Upon graduation from Three Springs Private School, students may qualify

for a Jeremy Blanton Scholarship that is awarded annually.

learning

Therapeutic Services

Three Springs of Paint Rock Valley provides an effective treatment environment to address the issues of troubled adolescents who generally have not succeeded in other types of treatment.

The program focuses on the “here and now” issues of a child’s life. This focus is consistently seen through the utilization of a Cognitive Behavioral Therapy counseling approach with an emphasis placed on the development of problem-solving, coping, self-help and socialization skills. This orientation places significant expectations on the resident to take responsibility for his or her situation and to address it in a positive manner. The behavioral model is aimed at helping residents recognize and change inappropriate behaviors. The central treatment focus is on the setting and achieving of short- and long-term goals through behavior modification and a stage system, which measure progress.

The program utilizes and stresses the importance of the group process in treatment. Under the supervision and guidance of skilled group counselors, residents are able to impact one another in a manner which produces positive and lasting change. Also, by emphasizing a child’s individual responsibility as well as a responsibility to others, he or she becomes better able to meet individual needs while respecting the needs of others.

While the use of the group process is seen as the primary therapeutic intervention necessary to achieve lasting change, Three Springs of Paint Rock Valley also recognizes the need for additional therapeutic efforts and utilizes them as part of the comprehensive program. Additional therapeutic services include, but are not limited to, the following: psychiatric services, family sessions, educational services, adventure

programming, substance abuse education, and survivors of abuse groups. Special groups may include boundary issues, grief issues, and adoption issues. Specific information is available upon request for any of the above-mentioned services.

Three Springs of Paint Rock Valley is staffed with a clinical psychologist and a staff psychiatrist. The direct care counselors hold bachelor degrees in the social science or therapeutic recreation fields of study. The Family Service Workers possess a minimum of a master’s degree in counseling or a related field of study.

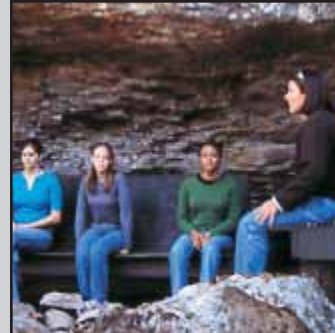
Each child entering Three Springs of Paint Rock Valley will be seen for an initial assessment by the psychologist and thereafter be assessed on a quarterly basis. The psychiatrist’s role is to provide for the management of medication. Each resident will be reviewed by the psychiatrist based on the monitoring requirement of the medication he or she is taking. Recommendations stemming from the assessments provided by either of these professionals will be communicated through the child’s Family Service Worker.

Parents are encouraged to forward questions regarding recommendations made by the psychiatrist or psychologist to their Family Service Worker or the program nurse. A nurse is available to monitor and respond to the special and routine physical health needs of each resident. The nurse also facilitates the arrangement of appointments with medical professionals and provides communication of medical issues to the parent, prior to an appointment, except in the case of a life-threatening emergency. In such a situation, parents are notified as soon as possible once the emergency is addressed.



respect

trust



communication

Family Services

Three Springs of Paint Rock Valley believes the family must be involved in a resident's treatment and expects such involvement during placement. The program encourages and supports family involvement by: holding frequent family conferences/sessions; providing parents with telephone and letter progress updates; having parents periodically stay overnight in the facility with their child; quarterly parent training; a parent stage system; planning and evaluating family visits (on and off campus); holding Open House and other types of family oriented activities; and providing monthly Parent Support and education sessions.

The Family Service Worker (FSW) is the liaison between the program, the resident and the parents. He or she is responsible for communicating the progress of each resident to his or her parents as well as any involved referring professional. The primary focus of the FSW is to reunify the family through weekly updates, monthly family conferences, educating parents about the program and arranging visits with the resident. The FSW has daily interactions with his or her group, and there is constant communication throughout the week with counselors and residents. Most of the interaction is conducted on a group basis. Individual sessions are scheduled as needed and as deemed appropriate by the treatment team.

Family conferences occur approximately every thirty to forty-five days and are arranged with the Family Service Worker. In light of geographic distance, some conferences may occur by telephone. Parents are expected to be present on campus for conferences as often as possible or minimally once per quarter. Topics discussed during these sessions include recent feelings, experiences and behaviors, progress toward goals, plans for future progress and family issues. The child will participate in the family conferences. Occasionally, the FSW will speak to parents alone prior to the resident's joining the conference. Family conferences are conducted in a very open atmosphere where the family can learn communication skills and facilitate the re-establishment of trust within the family.

Parents are encouraged to visit their child each month on Parent Support Weekend, and each resident has the opportunity

to earn off campus visits once every thirty days (depending upon the stage that each resident has earned). Visits are progressive in nature beginning with a campus visit. A campus visit is structured such that parents, visiting as a family, remain on campus with the resident and participate in the activities of the group. These campus visits may take place with the group or together as a family unit, depending on what the child has earned. The next level of visitation is a town visit, which allows the resident to leave the campus from eight hours up to seventy-two hours with his or her parents, depending on what the resident has earned. Following a successful town visit, each child will have the opportunity to earn his or her first home visit. The location of this visit is not necessarily the child's home.

Parents and treatment teams will determine if an alternative location will be selected, depending on the child's level of earned trust with all involved parties. Residents are required to write goals for each visit. Goals should be measurable and the structure of the visit is rigid in order for the child to build and earn trust back gradually. These goals are reviewed and approved by the FSW. A family conference is held to discuss the goals and structure of the visit. Families are encouraged to conduct a family meeting each night during a home visit and should provide evaluation and feedback on their child's daily goals at this time. Residents are removed from most materialistic temptations at Three Springs of Paint Rock Valley; therefore, introducing them to more freedom and outside activities a little at a time is necessary. Peer contact is not allowed on visits until residents have earned the letter writing privilege in the stage system. This is necessary in order for residents to focus on the reunification of the family and their communication before branching out to peers.

Parents are offered opportunities to work through a stage system designed specifically for the families of our residents. These stages coincide with the stages through which the child will be working.

The success of children involved with the Three Springs of Paint Rock Valley experience requires parents' strong support and cooperation. Above all, the child must understand that he or she is being offered a unique opportunity to grow by developing more appropriate behavior patterns and that parents are firmly committed to supporting the program and staff as they assist their child to reach this end.



family

Educational Electives

Paint Rock Valley has five different electives through which residents rotate at nine-week intervals. The electives help residents learn more about the different aspects of the program as well as increase the amount of success they can experience while enrolled. The electives are as follows:

Health and Wellness

The Health and Wellness elective is based on Alabama State Department of Education's standards for Health Sciences. Under these guidelines, residents are given opportunities to explore and develop knowledge and values about positive facets of healthy living. The class setting is based upon the group process which utilizes a "positive peer culture". Topics addressed in this elective include (but are not limited to): nutrition, community and personal health, sexually transmitted diseases, decision-making and risky behaviors. In addition, all residents have the opportunity to be certified by the American Red Cross in First Aid, CPR and Bloodborne Pathogens Training: Preventing Disease Transmission.

Vocational

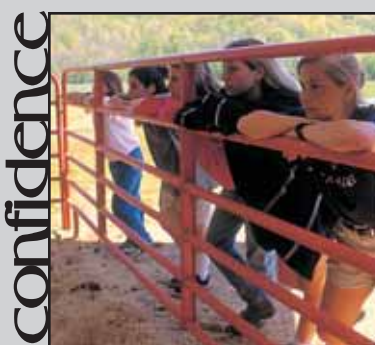
The Three Springs Vocational Program is designed to allow students to develop the technical and social skills that are required for success in the workplace. This program concentrates on activities to combine higher-level academic courses with quality vocational studies, especially for those students who grasp information more readily through practical applications rather than through abstract learning models. An effective mixture of both academic and vocational studies is the program's means to attaining the common goal of preparing students to work and learn. In vocational education, basic skills, along with process skills, such as decision-making, problem-solving and critical thinking, are integrated into the instructional program. The course achieves its academic credibility and reinforces basic skills because it is imbedded heavily with mathematical, science, language arts, and social science concepts. The content standards of the program provide opportunities for the practical application of these skills through real-life situations.



Equine Elective

The equine elective couples teaching the residents basic care and management of horses with unique psychotherapy activities. During the electives the emphasis is not for the residents to ride the horses but rather interact with the horses in a positive and productive manner for themselves, the horses and their group. Equine Assisted Psychotherapy (EAP) or Equine Assisted Growth and Learning Association (EAGALA) model activities are designed to promote trust, communication, teamwork and problem solving (among others). These activities help the resident develop an awareness of equine

body language that relates to human body language and communication. Each session is unique due to group dynamics and individual horse/human characteristics. Residents are challenged to adjust their own behaviors in order to modify ineffective coping skills.



The horses represent very objective and honest teachers. Participation in this elective allows the child to observe and discuss equine behavior, which assists them with identifying their own behaviors with less or no emotional stigma. Dynamics brought out by the activity are discussed at the end of each session in the group debrief. Participants need not have any experience handling horses to benefit or be active in the activities.

While in this elective the group is challenged with the responsibility of caring for the animals both during the week and on the weekends. This consistent interaction with the horses helps develop empathy for others while a horse's size and nature typically draw out issues such as fear, anger, apathy, giving up, aggressiveness, and displaced emotions. Working with horses and dealing with their individual personalities builds confidence, assertiveness and self-esteem. The activities help to promote leadership, thought, endurance, and open mindedness.

Care and management instruction follows lesson plans developed from the Alabama State Department of Education's Standards for Equine Science. The EAP activities are conducted under the guidelines set forth by EAGALA. The

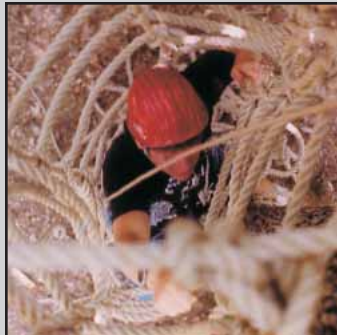
Educational Electives

equine services department works with other equine therapy programs around the country to maintain a high level of creativity and resources. The program is designed to meet horse care standards set by the Certified Horsemanship Association (CHA) and prides itself in exceeding them. Instructors are certified under EAGALA, which provides the knowledge and training necessary for facilitating activities effectively. The equine facilitators hold bachelor degrees in either an equine/agricultural related field or social science or therapeutic recreation fields of study.

Paint Rock Valley currently offers residents an opportunity to participate on an equestrian team. There are two teams, one that represents each campus. These teams are small in number to allow for more individual attention and residents must meet certain requirements both in the stage system and on a weekly basis to participate. The equestrian teams meet on a weekly basis to ride and or care for their designated horses.

Teen Dynamics

Teen Dynamics is designed to prepare students for the many challenges they will face as young adults. The curriculum for this course includes money management, career exploration, college planning, peer relations, and conflict management. Content standards provide opportunities to meet the specific needs for each group.



Self-esteem

Adventure Programming

Adventure Programming offers children opportunities for growth in new and exciting experiences. Through these experiences, residents can gain insight into their own behaviors as well as learn safe, productive ways to have fun. Adventure Programming includes adventure trips, climbing tower and ROPES course activities. Many of these experiences will be new to children and will help them develop skills in each of these areas. Adventure Programming encourages residents to master new and interesting skills, which will promote greater self-esteem and more enthusiasm for life.

ROPES Course

Each resident will spend nine weeks on the ROPES course. The student will be participating in group games, and an initiative and low challenge course. This time frame focuses on trust, communication, group decision-making, and creative problem-solving and cooperation, which are the building blocks of high performance teamwork. After successfully negotiating the group games, initiatives and low challenge course, the group will earn a trip to the Alpine Climbing Tower in Madison, Alabama to increase each member's self-esteem and self-confidence. The resident will reinforce his or

adventure



her self-esteem and self-confidence on the climbing tower (a high climbing challenge activity). This takes place weekly during the nine-week ROPES elective.

Adventure Trips

A component of adventure programming is adventure trips. Adventure trips include two parent trips (spring and fall) and one group trip during the year. One family trip takes place in a state park within a two-hour drive of the Paint Rock Valley campus, and the other parent trip takes place at the program. The group and their families play games, take nature walks and interact to accomplish the tasks of everyday living. During the ROPES course elective, the residents will choose to backpack or canoe for their group trip. Flatwater and whitewater paddling/rafting are options from which the group can choose. The trips will provide residents with an enormous amount of responsibility. These responsibilities are daily planning, establishing goals, planning menus, caring for the environment, establishing and working within a budget, using and caring for equipment properly, and practicing general health and safety behaviors. Getting away from the main campus of Three Springs Paint Rock Valley as a group helps each group member better realize his or her own role and gives the group the chance to work together in a different setting. A successful trip can significantly impact a child's self-esteem.

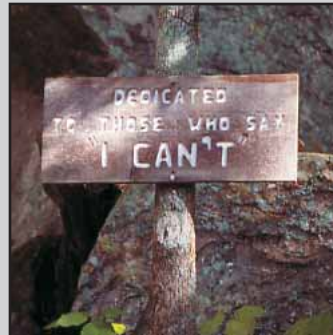
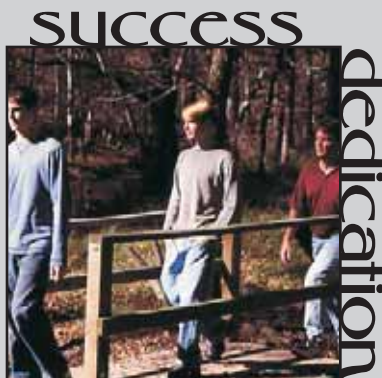
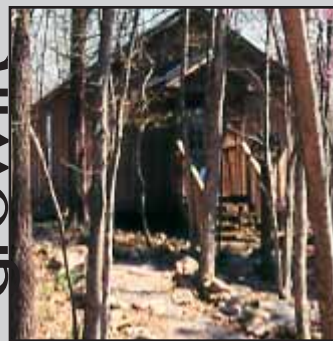
accomplishment

Admissions

Professionals and/or parents may make referrals to Three Springs of Paint Rock Valley by contacting the program directly or through a toll-free referral line (888-758-4356). Once the initial discussion of the presenting problems and the previous treatment history has occurred, arrangements for obtaining records and/or visiting the program will be made. The following documents should be provided to assess the child for a program:

- ♦ Three Springs application
- ♦ Resident/family social history
- ♦ Resident health history
- ♦ Recent diagnostic evaluation/testing (psychiatric/psychological)
- ♦ Educational records including disciplinary reports
- ♦ Previous treatment reports

Once these documents are submitted to the admissions staff, a screening committee will promptly determine if the resident can benefit from this intervention. The screening committee may either accept the child, based on the information submitted, or if appropriate, a pre-admission assessment and campus visit can be scheduled. Admissions take place year round.



Three Springs of Paint Rock Valley

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Helping Troubled Children Discover Lasting Solutions