

20.3 Consequences of Misconduct (revised 9/2008)

When counseling has been ineffective in altering a student's behavior, other methods are employed in order to bring the message home to the student. Consequences may be designed for a specific infraction and to meet the specific needs of the student. Consequences may seem putative but the objective of any consequence should be educational in nature first and foremost. Absolute love applied to the teaching at The Family Foundation School means to refrain from implying (be it to staff or students) through, words, tone or facial gestures that they are stupid, dim, or "less than" regardless of IQ, ability, weight, religious preference or any other preference. At all times, we should seek never to condescend but to teach. Therefore a consequence may not be humiliating, degrading, or result in stigmatization of the student. Consequences may not effect essential nutrition, involve sleep deprivation, or involve purposeless physical work or work that is extreme in the physical demands on the student.

Examples of consequences which **may not** be used include but are not limited to the following:

- Restrictions on diet beyond denying students treats or non essential food items like dessert.
- Requiring the student to wear signs of any kind.
- Requiring the student to announce humiliating or derogatory things about themselves.

Examples of consequences which can be applied include but are not limited to the following:

- Announcing Sanction: The student is required to preface every conversation with an assigned announcement that is intended to help them focus on a character defect. For example, "hello my name is Jack and I need to seek humility" or "hi my name is Jill, I cheat on tests and need help the earn trust"
- Courtesy Sanction: The student is required to say, "yes, thank you", or some other polite phrase whenever he or she is addressed. A student who is belligerent, rude, or uncivil
- Dress-up and Dress-down Sanctions: Both of these consequences are directed at the student's concept of image. The dress-up sanction helps students who need to learn about appropriate dress for school and work, how to present a neat and clean appearance. The dress-down consequence assists students in seeing that their self-worth is not intrinsically linked to their clothes. It is also used for students who take what their parents have given them for granted. A student on dress-down may not wear jewelry, name brand designer, and flashy clothes.
- Exercise Sanction: This consequence is intended to stimulate both mental and physical activity in an otherwise lethargic student. The student may have to jog a few laps around the main building prior to a meal, or do ten push-ups before a class.
- Extra Chores: A student is given extra duties to complete in addition to those normally required. On occasion, a student who is refusing to entirely participate in school or other parts of the Family School's program is temporarily removed from classes and placed on a supervised work sanction.
- Family Blackout: A student is not permitted to send or receive mail, nor are they allowed to have any phone contact with any one, for either a set or indefinite period of time.

Students who fail to complete homework assignments are placed on family blackout for one week. Students may be placed on extended family blackout for therapeutic reasons.

- No Candy: A student may be denied treats or desserts for a variety of reasons.
- Loss of Home Visit: Students may have their home visits delayed or canceled for several reasons. These include: low academic performance, non-compliance with the rules or their personal program of recovery, other inappropriate behavior. Students who score below 65% on their monthly report card are not recommended for a visit home. If a student has a grade below 75%, they are recommended for only one overnight stay on a home visit. This policy may apply to holiday breaks as well as weekends.
- Program Only: A student on this sanction may only engage in conversation that is relevant to their recovery program. Informal conversation is limited to addressing basic needs.
- Shadow: Students who are consistently noncompliant or apt to runaway are frequently given this consequence. A student on shadow is closely watched and monitored by a responsible peer throughout the day. A shadowed student is never left alone, and when schedule conflicts arise, some other eligible student or a staff member must shadow him or her. A student who requires special attention may be placed on double shadow.

Examples of Safety measures include but are not limited to the following:

- Time Out: This consequence is employed when a student is blatantly defiant, obviously agitated, aggressive toward others, provocative toward others or needs to have his or her attention redirected. The student is separated from everyone else, usually in the corner of a room. This "time out" from the routine affords the student an opportunity to calm down, reflect, and take some personal inventory of his or her behavior. It may last a couple hours or several days. The duration of separation is actually dependent on the intentions of the student, and whether he or she is ready to come up before the table to discuss their behavior, thoughts, and feelings.
- Quiet Room: A student is placed in the quiet room when he or she is a threat to themselves, a threat to others. This would include repeated attempts to run away when it is determined that there is a significant risk to the student's physical well being if the student succeeds in getting off the property and outside containment. It would also be indicated when the student is physically violent toward others or themselves. Note: A student is never restrained for any reason other than physical violence or engaging in behavior that is dangerous to him or herself.
- Double Shadow: If a student is a known runaway risk he or she may be placed on double shadow so that there are two people with the student at all times. This is intended to increase the difficulty associated with slipping away un-noticed and to increase the opportunities for the troubled student to talk to a peer about what he or she is thinking and feeling.
- No Sharps: A student who has a history of self harm who has demonstrated or talked about the desire to hurt themselves and can not make a credible commitment not to harm themselves will be placed on this safety measure. The purpose is to increase the awareness of staff as well as to increase the effort a student will have to apply in order to follow through with their desire to hurt themselves. A student on now sharps will also be on shadow or double shadow.

- Land Lock: a student who is a runaway threat will be placed on this safety measure along with double shadow and sandals. On Land Lock the beds are rearranged in the dorm so that it is more difficult for a student to sneak out of the dorm without waking up the other students in the dorm.

Example of assignments include but are not limited to the following:

- 10th step card: On this assignment a student is asked to keep track of his or her thoughts feelings and actions each day so that the student can take daily inventory with his or her junior sponsor and gain a better understanding of his or herself. It is expected that this will be written on a card or a piece of paper and shared with the sponsor or junior sponsor. It may also be shared at the table.
- Anger card: This assignment is a very specialized version of the 10th step card focusing on the situations which result in the student feeling angry. The objective is for the student to gain insight into what makes them angry, why it makes them angry, how they typically behave when they are angry and then to provide an opportunity to think about and talk about alternatives.
- Reading Program material: A student may be assigned specific reading which will help them to better understand themselves and how the 12 step program works. The choice of the reading is specific to the needs of the student and can include anything from the AA big book to a novel that has a particular moral lesson aimed at the student.
- Teach the Family: This assignment may be given to a student if the family leaders feel that having to actually teach a concept to others will motivate them to learn it better themselves. It is not intended to be humiliating and should not be assigned to students who have not yet developed skills for dealing with anxiety in front of crowds or social phobia.
- Letter writing: A student who is withdrawn from or has not made enough progress improving his or her relationship with his family and does not correspond with them regularly might be given this assignment. The letter may or may not be sent depending on the needs of the specific student but the objective is to help the student examine through writing letters what he or she thinks and feels about his family and who he or she can improve communication.

20.4 Procedure for assigning a consequence, an assignment, or a safety measure. (revised 9/2008)

When a student is "brought up" at the table to discuss an infraction, a consequence, an assignment, or a safety measure may be assigned. This assignment must be recorded by a student taking table topic notes and entered into the data base and the file for that student. The consequence does not become active until it has been reviewed by a staff member and activated. All consequences must have either a termination date or a review date. When the termination date is reached the consequence ends automatically. When the review date is reached the family leader must either ask the student to get back up at the table for more discussion and decide if the consequence has served its purpose. Feed back is taken from the student, the student's peers, and

staff members who have been interacting with the student. At that time the consequence is either ended with no new review date, changed with a new review date or termination date, or extended with a new review or termination date. All consequences must be entered into the data base in the student's file.

Consequences can be selected from a list of approved consequences found on the table topic form or a new consequence can be designed. New consequences will remain "proposed until a member of the administrative team reviews the consequence and accepts it for use. At that time the new consequence becomes active and goes on the list of approved consequences and may be used by other families as the need arises.

Prepared by Rita Argiros, The Family Foundation School June 15, 2010

Physical Safety Interventions

July 2009-June 2010

Number of Students	15
Num of PSI	34
July-Dec 2009	28
Jan-june 2010	6
Average duration (minutes)	11.9
Min	1
Max	1

Students involved in Physical Safety Intervention July 2009-June 2010

Last	First	Number	Outcome	Cum Percent
				18%
				29%
				38%
				47%
				56%
				65%
				74%
				79%
				82%
				85%
				88%
				91%
				94%
				97%
Total	15	34		100%

Notes

Physical Safety Intervention Detail by Date July 2009-June 2010

Last	First	Date of PSI	Duration in minutes	Acute physical behavior: Behavior likely to result in physical injury to young person, other clients, staff members, or others are at physical harm.
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