

Maple Lake Academy

Mission Statement

Our mission at Maple Lake Academy is to offer the best therapeutic boarding school program available to adolescent girls who are faced with the challenges of their learning differences. By providing a safe and fun home environment with the balance of structure, love, and acceptance, students can learn to succeed in the areas of: self-discovery, academics, spirituality, emotional and physical health, and family and social relationships.

Belief Statements

- Each student has the right to an excellent education that is designed to meet the needs of her specific learning differences.
- Each student must be given the opportunity to discover her unique talents and gifts.
- Each student has the right to gain an understanding of her particular learning differences and to develop skills and strategies that will help her to succeed in her interpersonal relationships with family, work, and social environments.
- Family support and involvement is an integral part of the overall success for the students with learning differences.
- All people involved in the process of growth – the student, parents, teachers, therapists and staff must be willing to use their creativity and desire for knowledge to help the student embrace life and learning, one success at a time.

Maple Lake Academy Dress Code

“All employees who work for Maple Lake Academy should dress professionally and appropriately while working. It is important for **all employees to follow the same dress code as the students**. If Maple Lake Academy requests their students to dress appropriately, then employees should do so as well.”

Maple Lake Academy requires its employees to comply with the following dress code:

- Clothing must be neat, clean, and **free of holes**. Employees may wear old grubbies for recreational activities where there is a possibility of damage to clothing i.e., camping, hiking, horseback riding etc. Only during those activities would grubbies be allowed.
- Employees should wear proper undergarments.
- Employees may not wear see-through clothing.
- Employees may not wear low-cut blouses, tight pants, halter tops, sleeveless shirts, tank tops, large slits in skirts or dresses or anything that would be revealing.
- T-shirts with logos, musical groups, advertising, or other inappropriate markings should not be worn. If you have something in question, ask your supervisor.
- Jeans should be in good condition; shorts should be modest and not revealing.
- Hair should be well groomed. Beards and mustaches should be trimmed.
- Employees may wear jewelry, but not in excess. Items such as large rings or long dangling earrings are discouraged. Heavy chains or bulky cuffs with spikes are not to be worn. Hair beads are fine, but not in excessive amounts.
- Foot attire should be safe and activity appropriate.

Male Boundaries

We are privileged with the opportunity to hire and work with some great male staff. Many times, the students that come to Maple Lake Academy have had bad experiences with males in general. This can come from previous sexual or physical abuse or other negative encounters. Many of our students have learned not to trust males or to form inappropriate relationships that can be harmful. Due to these distrustful or harmful relationships, our students often attach themselves to males who are dangerous or avoid men completely.

Our goal for male staff at Maple Lake Academy is to show our students that great and wonderful males do exist who can be trusted and who the students can feel safe to share emotions and feelings with. By demonstrating this kind of trust, we hope our students will leave Maple Lake Academy and seek out relationships that are healthy and safe. During the hiring process, we purposely look for male staff that we think would be good examples for the students. We hope that our male staff actively seek out and form good relationships with the students so that both sides feel safe sharing feelings and emotions.

Male staff have to be extra careful when working with the students here at Maple Lake Academy. As mentioned previously, our students have the tendency to form inappropriate relationships with others especially males. When male staff are helping the students, listening to them talk about past problems, giving help or advice, playing games, joking around, or just casually talking, the students may mistake this positive attention for sexual or loving interactions. Our students are rediscovering appropriate ways to interact with the world around them while here at Maple Lake Academy. In this process of rediscovery they will struggle not to fall back into old patterns, including past negative patterns with males.

We MUST follow every rule concerning boundaries with male staff. These boundaries are put in place for the protection of male staff and others working at Maple Lake Academy as well. Breaking any rule regarding a male staff is means for immediate termination. We work with clients that are very sneaky and mischievous often times due to past experience. We know that they will do or say anything in order to get what they want regardless of how it may affect another person. An important part of being a male staff at Maple Lake Academy is consistency in the way they treat each student. Too much attention given to one girl may lead to jealousy and revenge. The consequences of not following the rules or not staying consistent can be very damaging to both Maple Lake Academy and the staff involved. It can lead to liability issues, problem in future careers, and even jail time.

Male staff must be the one taking the precaution and responsibility to be as careful as possible. However, female staff and other employees have the responsibility of making sure the male employees they work with are following these boundaries. Here is a list of rules that all male staff must follow in order to protect themselves from wrongful accusations:

- Male staff should NEVER be alone with a student. There is no exception to this rule unless you are a male therapist doing individual therapy.
- Male staff must announce that a “male is in the hall” when entering the downstairs and upstairs hallways. This must be done every time a male staff enters these particular hallways.

- Male staff should never touch a student in any way that may appear inappropriate. This includes touching the student's buttocks, breast, thigh, stomach, genitals, or hips. This includes slapping the buttocks. Hugs are allowed but only from the side and only in the presence of another staff.
- Male staff should never take the students off campus by themselves without the presence of another staff. This rule is regardless of the number of students that you may have with you. This includes Sunday walks or morning exercises.
- Male staff should never be alone with the students in any of the vans (even on campus).
- Male staff may go with the students to do chores outside but must have at least two students with them at all times. If the students are going to do their laundry, male staff must leave the door to the laundry room open.
- Male staff should never go into the students rooms by themselves. This rule also is regardless of how many students are in the room at the time. The only time a male staff may go in to a student's room would be if there weren't any students in the room or they are in direct line of sight with another staff.
- Male staff may not wake the students up in the morning or do any of the checks during a night watch shift. They may stand in the hallway or door ways and encourage the students to wake but not enter and touch the students in any way.
- Male staff may not encourage flirting in any way with the students. This includes any inappropriate touch such as touching their hand, slapping or hitting in a joking manner, and lifting or carrying the student (unless you under the direct supervision of the Recreational Therapist). Flirting via note passing or inappropriate joking (i.e. "I'm gonna get you") is also not appropriate. Behaving like an older brother can often come across to a student that a male staff likes her.
- Male staff is encouraged to talk and process with the students as much as possible but should never be out of line sight with another staff when processing. Male staff should not be alone with the students in the loft or front room or class room unless another staff can see them.

We would like to remind each of you that these rules are not given to discourage you from forming relationships with the students. We hope that you process with the students and become a part of their lives. These guidelines are given to help protect male staff from any false accusations that may arise and to give you much needed protection when working with a population such as ours. One false accusation can lead to long court days, life long marks on your record, and even jail time. We cannot stress enough that we **MUST** be extra careful in everything that we do.

Male Boundaries Test

1. What is our goal at Maple Lake Academy regarding male staff?

2. Why is it important to follow EVERY rule outlined regarding male staff and the students? What are some of the consequences of not following every rule?

3. When is the only appropriate time for a male staff to carry or lift a student?

4. When is the only time that a male can be alone with a student?

T / F Only male staff need to know the rules regarding male boundaries because they are the ones that must deal with it on a day to day basis.

T / F Male staff can go to the laundry room with more than one student if the laundry door is left open.

T / F It is necessary to announce “Male in the hall” only when entering the downstairs hallway.

T / F It is appropriate for a male staff to take students on a walk off campus as long as he maintains a 4:1 ratio.

T / F Male staff may talk with a student in the front room if the male staff is within line of sight with another staff.

Behavior Status

Green Light:

You are on green light for compliance, following your program, keeping up in school, going to group and school on time, participating in therapy etc. When you are green light you will show that you know the rules, boundaries, and structure at Maple Lake Academy. You may require re-direction from staff but you also show compliance and respect when re-directed or prompted. You understand expectations and you are open and teachable. You are able to give and receive feedback from both peers and staff.

Yellow Light:

Any staff member at Maple Lake Academy can place you on Yellow Light for non-compliance to rules, requests, disrespect, cruelty to peers, falling behind in school or any other incident that staff feels is necessary for yellow light. At any time your Primary Therapist determines that you are neglecting individual or family therapy, your therapist may place you on yellow light. You will spend free time working on therapeutic assignments given to you by your therapist. Upon completion of your assignments, your therapist may restore your light to green. The residential Director, Shift Supervisor, and Mentors may place you on yellow light for not completing chores, refusing to go to school, swearing, disobeying rules, cruelty to peers etc. Yellow lasts until you have made restitution with the staff that placed you on yellow light. If you have been mean to a peer then restitution must be made with that peer as well.

When you are on Yellow Light:

- During free time you must work on schoolwork, SUCCESS program, journaling, writing letters and therapeutic assignments (no games).
- No weekend movies (this includes Saturday and Sunday)
- Supervised Sunday/Weekly phone call with family.
- No off campus activities.
- No personal music at night.
- You may not lead goals/wrap up.
- You may not earn tokens.
- You may not check out for your 15-minute check out.
- Life of sight at all times.

Red Light:

The Shift Supervisor, Mentors, Teachers, Nurse, Primary Therapist etc. may place you on Red Light for severe non-compliance, or severely inappropriate behavior. This could be for severe property damage, self-harm, fun risk, unsafe behavior to self or others. If you are a threat to yourself or to another person you will be placed on Red Light. Red light lasts until your therapist determines that you are safe to yourself and others or that your behavior has improved enough to either move to Yellow or Green light.

When you are on Red Light:

- Lose all privileges.
- During free time you must work on schoolwork, SUCCESS projects, journaling, writing letters and therapeutic assignments.
- No weekend movies (this includes Saturday and Sunday).

- No weekly family phone call.
 - No off campus activities.
 - No personal music at night.
 - You may not lead goals/wrap up.
 - You may not earn tokens.
 - You cannot check out for your 15-minute check out.
 - You may not give feedback during goals/wrap up group.
 - You may not interact with the animals.
 - **You must be in arms length of staff at all times.**
1. **Suicide Watch:** 1) in scrubs, 2) sleeps in front of the night watch, 3) no access to their bedroom, 4) body search twice a shift, 5) supervisor must be in the bathroom when they shower and relieve themselves, 6) no off campus activities, 7)no phone privileges, 8)arms length with supervisor, 9) no jewelry, 10) no mail.
 2. **Run Risk:** 1) no access to their shoes, 2) sleeps in front of the night watch, 3) in scrubs, 4) no off campus activities 5) no phone privileges, 6) arms length, 7) no mail.
 3. **Communication Block:** No verbal or non-verbal communication (this includes talking to someone through another person or writing letters etc.)
 4. **5-foot rule:** Student must remain 5 feet away from another student. This is used for girls that can't keep their hands off each other due to attraction or can be implemented of students are at a risk of physically fighting with each other.
 5. **Arms Length:** This means exactly what it says. Staff should not be any further away from a student an arms length away.
 6. **Line of Sight:** This does not mean you leave them and check on them every few minutes, this does not mean you watch them from around the corner or across the parking lot. Line of sight means you have line of sight and put yourself at a distance where you can still hear them talking and having conversations with others.

Behavior Management

Passive Physical Restraint: Passive physical restraint means approved non-violent holding techniques that restrict a client's free movement and are used solely to prevent the client from harming any person, animal, or property or to allow the client to regain physical or emotional control.

Time Out: Time out is a restriction of a client to quiet location in the house with minimal stimulation to temporarily isolate a client and to allow the client to regain physical or emotional control for less than thirty minutes.

Self-directed Time Out: This is where the client is offered time to calm down.

Behavior management at Maple Lake Academy will be done on an individual basis for each student depending on their ability to process information and understanding of what is going on around them. Maple Lake Academy is designed to treat students in a therapeutic manner based on their individual need. With this in mind, all behavior modification techniques, interventions or disciplines will adhere to the following policies:

1. All disciplinary actions or interventions will be based on therapeutic objectives, not a punishment. Interventions will be used as a teaching tool. Our objective is to teach each student about their abilities and encourage them to use new skills to better control their behavior.
2. Any intervention that is humiliating, demeaning or frightening to a student will not be used.
3. Use of force, of any kind will not be allowed except in those specific instances outlined in the policy covering the use of passive physical restraint. In those instances where a physical hold or passive restraint is used, such force will be the least amount of necessary to keep both the student and other students safe. Such restraints will never be used as a form of punishment.
4. Group punishment for individual actions is not allowed.
5. Basic necessities of life may not be controlled or withheld as a consequence. These include but are not limited to: food, drink, clothing, sleep, bed privileges, and bathroom and shower use.
6. All staff will be trained in the passive physical restraint policies of the school, until such training, staff will not participate in the passive restraint of students.
7. Staff having any knowledge of a student being physically, sexually, or emotionally abused while at Maple Lake Academy will contact the Administrator immediately. Failure to do so will result in the investigation and termination of that employee.
8. Timeouts for inappropriate behavior of students will be used as a means of intervention. Timeouts will be used as a teaching moment for staff to teach the student about their inappropriate behavior. Timeouts may also be used to remove the student from the stimuli that may be the cause for their behavior. Students may learn to put themselves in timeout when they feel it may be necessary for them to take a break and refocus or re-frame their thoughts to a certain situation.

9. Staff must document each student in a timeout in the Timeout Log that will be located in the staff office. Must record the date and time. Students should not be in time out for significant amounts of time. Staff must maintain visual contact and monitor students who are in time out at all times to ensure their safety. Staff must process with each student before they come out of a time out. The processing is done as a way to teach and help the student understand the reasoning for their time out. Maple Lake Academy does not have a seclusion room or specific time out room. Students may take their time outs where staff assigns them. This may be their own bedroom, a chair in the living room, or a place outside if staff feels that may be appropriate.
10. If a student is placed in time out more than twice in a twenty-four hour period, a review will be made of that student during treatment team.
11. Time outs should not exceed 30 minutes in duration. Staff should have verbal contact with a student in time out every 15 minutes. After 30 minutes if staff feel that the student is appropriate to come out of time out then they may do so.

Employees engaging in behavior management should always do the following:

1. Explain the reason for the intervention.
2. Explain the method of the intervention.
3. Set a specific time limit and make the student totally aware of what you're doing.
4. Process, process, process so that the student understands the consequence of their behavior.

Before use of behavior management, employees may state the desired behavior to the student. If the student is non-compliant, the employee may issue a second prompt, this time attaching a consequence to non-compliance. The third prompt is not a prompt, but rather can be implementation of the consequence.

If employees cannot manage a student's maladaptive behavior through the use of natural or logical consequences, then the employee may implement a prearranged consequence. If the prearranged consequences do not work, employees may identify the least restrictive means of behavioral management.

Approved methods of prearranged intervention: Anytime an employee must manage a student's behavior, it should be reflected in her program with the kinds of privileges she may have. The following prearranged interventions are organized according to level of severity from the least severe to the most severe.

Timeout: If a student's behavior is inappropriate in any way, an employee should warn her politely to stop. This warning is called a "prompt." If the student continues in the behavior, an employee should prompt her again. In the event that she does not cease the unpleasant behavior after two prompts, an employee should place her in time out without giving a third prompt. The following procedures should also be followed:

- Students should be still and quiet in time out and should think about their behavior and regain control of themselves. Employees should not leave students in timeout for more than a few minutes.

- Students must process with the employees who placed them in timeout. When processing with students, employees should allow students to explain why they are in time out and what they plan to do to correct the behavior that caused them to be disciplined. If a student is belligerent in any way, employees may choose to keep her in time out for a longer period of time.
- Students may place themselves in time out if they feel that they are beginning to lose control. Employees should monitor the length of the time out so that the student does not abuse it.

Communication Block: If a student cannot communicate appropriate with someone, she may be placed on communication block. This can last no longer than 24 hours, unless her Primary Therapist decides that it should continue for a longer period of time. Communication block is where a student goes through a period of time without being able to communicate with other peers either verbally or non-verbally. Communication block may be with all peers or with just one particular peer. Students who are placed on communication block are always able to continue their communication with staff/employees.

Arms Length: Students must remain at no further distance from a staff than an arms length. Students will be placed on arms length for threats or attempt to run away, cut themselves or to hurt others. Other situations may arise where a student may be placed on arms length.

Line of Sight: students must remain in the line of sight of staff. The distance for line of sight should be close enough so that staff can observe and hear the conversations this student is having with others.

Five foot: If a student lacks respect for another's personal space, employees may ask her to maintain a five-foot space between herself and that person for 24 hours. The five-foot rule may also be used to separate a student from a group of people.

Lights: Red, Yellow and Green light.

Suicide Watch (Red light): The shift supervisor may place a student on suicide watching if the student expresses a desire to die or take her life. Suicide watch lasts 24 hours, and the shift supervisor must notify the student's primary therapist and the residential director. The student must sleep in front of the night watch and must be with the shift supervisor at all times until the 24 hours are completed. The supervisor at the beginning of the shift and at each shift change should do a body search and a bed search of the student on suicide watch. The student must wear scrubs rather than their own clothing. This allows easy searches with fewer pockets and places to hide potential dangerous objects. The shift supervisor must be in the bathroom (with a cracked door and another staff outside the door) with the student who is on suicide watch while they shower and relieve themselves. The shift supervisor should fill out an incident report. Only the student's primary therapist or the clinical director may take a student off of suicide watch. The primary therapist may make an exception to the 24 hour period if it is apparent that attendant attention may be meeting secondary gains and would ultimately not be in the student's best interest. The primary therapist can also keep a student on suicide watch for longer than the 24-

hour period and must be assessed once a day by a clinician. The primary therapist must document rationale for early withdrawal from suicide watch in the progress notes.

Suicide Prevention Plan: any student who threatens to extremely hurt herself (talks about overdosing on medication, or extremely hurting herself) or take her own life will immediately be placed on suicide watch. Any student who has had a history of suicide attempts and has completely withdrawn from the staff and community will also be considered for suicide watch. If for any reason a student's primary therapist for the treatment team feels that it be necessary for a student to be placed on suicide watch then they will do so.

All staff will be trained on how to keep the facility safe and secure. Supervisors will lead their shifts in weekly room searches and daily scan bedrooms and the house for potentially dangerous items. Sharps and medications will be locked up. A student may check out knives and scissors as long as they are in the line of sight of staff and at a place in their program where they are trusted to use scissors. Staff who check sharps out to a student are then responsible for getting those items locked back up.

All cleaners, detergents and bleach will also be locked away in the chemical supply closet. Those students needing to use a cleaner for a chore will be required to check that item during chore time. Staff who check those items out are responsible for getting those items put away. Any student who leaves a cleaner out and does not check it back in will be given a consequence.

SUCCESS PROGRAM

S = Safety

U = Understanding

C = Communication

C = Choices and Changes

E = Example through
Leadership

S = Social Skills

S = Strength Training

SUCCESS PROGRAM

Safety:

Student:

- ☐ Successfully complete all of the Orientation/Observation tasks and get off Orientation/Observation Status.
- ☐ Become 100% compliant with the Maple Lake routine (chores, exercise, programming, school, groups, therapies).
- ☐ Demonstrate continued commitment and efforts to keep yourself physically safe.
- ☐ Talk to your therapist about how you were unsafe in the past (at home, study habits and with friends) and how you can be safe in the present and future.
- ☐ Establish a pattern of being emotionally safe to staff and students in the Maple Lake Community and in off campus activities.
- ☐ Earn the privilege of 15-minute check out.
- ☐ Consistently seek out caregivers and parents when in physical or emotional distress.
- ☐ Practice good personal daily hygiene (washed and styled hair, daily teeth brushing, daily shower, wearing clean clothes every day, washing your laundry every week, keep your room clean, do your best in your chores).

Family:

- ☐ Discuss in family therapy ways in which the family offers safety to each other and ways in which the family may be unsafe with each other.
- ☐ Consistently have safe and successful monitored Sunday phone calls and weekly family therapy sessions.

Safety Completion Project:

- Upon the completion of the above competencies, plan and develop a Safety project to show your understanding of safety. You may find ideas for your project in Appendix H.

Understanding:

Student:

- ☐ Complete the DSM IV Diagnosis Spreadsheet found in Appendix A.
- ☐ Demonstrate that you are fully aware of what each diagnosis is and map out strategies to deal with each one of them.
- ☐ Learn the main characteristics of your learning disability and complete the Learning Disability Worksheet found in Appendix B.
- ☐ Meet with the Educational Director to review your transcript and come to a good understanding of your credits (earned credits and credits you still need to earn toward High School graduation).
- ☐ With the help of the Educational Director, complete a Personal Educational Plan that will create strategies to help you in school with your particular learning challenges.
- ☐ Demonstrate an ability to understand areas of personal strengths.
- ☐ Participate whole heartedly in individual, family, group and recreation therapies.

Family:

- ☐ In family therapy, discuss your diagnosis as outlined in your Master Treatment Plan. Talk about how the problems listed in your MTP influence the family as well as you.
- ☐ Parents, obtain a copy of at least one book on NLD or AS (your therapist will be able to direct you to good sources). Read the book and discuss with your therapist your findings and how they relate to your child.

Understanding Completion Project:

- ☐ Upon completion of the above competencies in this section, plan and develop an Understanding project to demonstrate your understanding of the individual issues you are working on here at Maple Lake Academy (refer to your MTP and your Diagnosis and Learning Disabilities Spreadsheets.) You may find project ideas in Appendix H.

Communication:

Student:

- ☐ Earn the privilege of having a weekly, unsupervised Sunday phone call with your parents.
- ☐ Ask for help from teachers, staff and others appropriately.
- ☐ Establish a pattern of giving insightful, honest feedback in an appropriate manner to fellow students, staff and parents.
- ☐ Learn how to “map” your emotions and thoughts.
See Appendix C.
- ☐ Show that you can share your emotions and thoughts with a peer.
- ☐ Show that you can initiate sharing your emotions and thoughts with a caregiver.
- ☐ Demonstrate that you can responsibly advocate on your own behalf (in the community, with teachers, with treatment team, with staff and with your therapist).
- ☐ Complete the Communication Skills module in Appendix D.
- ☐ Negotiate and Compromise with others appropriately.
- ☐ Earn the privilege of having unlimited phone calls with your parents during your free time.

Family:

- ☐ As a family, talk about how communication can improve in the family. With your therapist, come up with a family plan for developing and practicing a better way of communicating with each other.

Communication Completion Project:

- ☐ Upon the completion of the above competencies, plan and develop a Communication project to show your understanding of what you have learned in this section. You may find ideas for your project in Appendix H.

Choices And Change:

Student:

- ☐ Demonstrate the ability to consistently take responsibility for your behaviors, thoughts and choices. Be accountable without making excuses.
- ☐ Show willingness to accept feedback for choices 95% of the time.
- ☐ Identify your old, inappropriate patterns for getting your needs met. Replace them with helpful, new patterns.
- ☐ Consistently demonstrate the ability to manage strong negative emotions without blowing up, shutting down or stuffing.
- ☐ In school, stay on track with regards to credits, making up any missed credits.
- ☐ Have a short successful visit with your parents in Utah in which you accomplish all of your goals and keep all of your guidelines.
- ☐ Have a successful short home pass (3-4 days) in which you accomplish all of your goals and keep all of your guidelines.
- ☐ Have a successful week long home pass, in which you accomplish all of your goals and keep all of your guidelines.
- ☐ Have a successful extended time pass(10-14 days), in which you accomplish all of your pass goals and keep all of your guidelines.

Family:

- ☐ In family therapy, learn about the Process of Change and correctly identify the stage you are in at any given time. (see Appendix E)
- ☐ Parents, follow pass guidelines during passes and show your ability to parent effectively.

Choices and Change Completion Project:

- ☐ Upon completion of the above competencies, plan and develop a Choices project to show your understanding of your power to choose and what you have learned in this section. You may find ideas for your project in Appendix H.

Example Through Leadership:

Student:

- ☐ Become 100% compliant with Maple Lake Rules.
- ☐ Exhibit a consistently positive attitude about Maple Lake Academy and the changes you are making.
- ☐ Demonstrate age appropriate behavior 95% of the time.
- ☐ Consistently challenge, encourage, and befriend other students.
- ☐ Become a student mentor for a new student. (see Student Mentor Application Form in Appendix F)
- ☐ Prove to Treatment Team that you are the same person with adult supervision as you are without supervision.
- ☐ Demonstrate a habit of going the “extra mile” in all your responsibilities.
- ☐ Eat and exercise in a manner that shows others you value a healthy body.
- ☐ Plan, organize and implement a community service project.
- ☐ Be an active participant in Leadership held on Saturdays.
- ☐ Actively plan and co-facilitate a Recreation Therapy Group
- ☐ Co-facilitate a general group with a therapist.

Family:

- ☐ Discuss in family therapy how each member can be a leader in the family.
- ☐ Each parent will make a significant personal change that will make him/her a better leader in the family.

Example through Leadership Completion Project:

- ☐ Upon completion of the above competencies, plan and develop an Example project to show what you have learned in this section (work with your therapist on this project). You may find ideas for your project in Appendix H.

Social Skills:

Student:

- ☐ Learn about appropriate boundaries and show an ability to respect others' personal space.
- ☐ Complete the Social Skills module found in Appendix G.
- ☐ Establish a healthy, reciprocal, long-term, friendship with another student at Maple Lake Academy.
- ☐ Establish a healthy, trusting relationship with a Maple Lake Staff.
- ☐ Prove to the Maple Lake community that you are fun to be around.
- ☐ Learn and demonstrate adequate social skills to get along in the Maple Lake community.
- ☐ Demonstrate empathy and acceptance for others.
- ☐ Take the necessary steps to weed out "unsafe" people from your life.

Family:

- ☐ Both parents will provide a good role model for their daughter by interacting actively with other parents during parent support groups and other parent weekend activities.

Social Skills Completion Project:

- ☐ Upon completion of the above competencies, plan and develop a Social Skills project to show what you have learned in this section (work with your therapist on this project). You may find ideas for your project in Appendix H.

Strength Training:

Student:

- ☐ Demonstrate that you are proficient in organization and time management skills 95% of the time.
- ☐ Become a 95% independent learner.
- ☐ Achieve academic grades that are equal to your intelligence and ability.
- ☐ Take an interest survey or career inventory.
- ☐ Set 2 reasonable career goals and identify the steps necessary to achieve these goals. Talk with your parents about the possibility of pursuing these plans.
- ☐ Participate in at least one extracurricular fun activity of your own choice (piano lessons, a community theatre, a community sports team, English riding lessons, art lessons, voice lessons, etc.)
- ☐ Earn the privilege to participate 100% in an independent life style at Maple Lake (you get yourself up in the morning, monitor your own activities and school work, monitor your own chores, etc.)

Family and Your Final SUCCESS Project:

- ☐ Develop a transition plan with your family and educational consultant for the next step after Maple Lake Academy (whether that be another school or home).
- ☐ Create a detailed “Relapse Prevention Plan” to help guarantee that you will not return to old behaviors and patterns. Your therapist will help you develop this plan. Share the plan in a general group and in Treatment Team.