



Solstice East

Parent Manual

Student Handbook

Table of Contents

<i>Parent Manual.....</i>	<i>3</i>
<i>Chapter 1 - The Admission and Treatment Process.....</i>	<i>12</i>
<i>Chapter 2 - The Therapeutic Environment.....</i>	<i>15</i>
<i>Chapter 3 - Clinical Services.....</i>	<i>17</i>
<i>Chapter 4 - Academic Services.....</i>	<i>23</i>
<i>Chapter 5 - Critical Incidents.....</i>	<i>24</i>
<i>Chapter 6 - Other Housekeeping Matters.....</i>	<i>25</i>
<i>Conclusion.....</i>	<i>30</i>
Student Handbook.....	31
Welcome	32
<i>The Hero's Journey: Life's Great Adventure.....</i>	<i>33</i>
<i>Phase Program.....</i>	<i>39</i>
<i>Codes of Conduct.....</i>	<i>44</i>
<i>Community Roles.....</i>	<i>52</i>
<i>Resident Rights.....</i>	<i>58</i>
<i>Hero's Journey Phase Program.....</i>	<i>61</i>
Orientation Phase.....	64
Separation Phase	65
Threshold Phase	68
Initiation Phase	71
Transformation Phase.....	74
Atonement Phase.....	77
Return Phase	79
<i>Appendix: Phase Assignments.....</i>	<i>82</i>
<i>New Resident Orientation Checklist.....</i>	<i>83</i>
<i>Safety/Crisis Plan.....</i>	<i>84</i>
<i>Safety Contract.....</i>	<i>85</i>
<i>Hero's Code Principles.....</i>	<i>86</i>
<i>Principles List.....</i>	<i>88</i>
<i>DBT Diary Card.....</i>	<i>89</i>
<i>NUTs and Challenges.....</i>	<i>90</i>
<i>Challenges for NUTs.....</i>	<i>97</i>
<i>Theatre of Pain.....</i>	<i>99</i>
<i>In Front of the Curtain.....</i>	<i>100</i>
<i>Behind the Curtain.....</i>	<i>101</i>
<i>Out of the Abyss Assignment.....</i>	<i>102</i>
<i>Impact Letter Guidelines.....</i>	<i>105</i>



Parent Manual

Welcome

Welcome to Solstice East Residential Treatment Center for girls. We, the founders of Solstice East, have invested much of our hearts and our lives into developing this program into a place that assists young women in the process of realizing the amazing potential that dwells within each of them. Utilizing the archetypal Hero's Journey as a guide, we help our students to *Believe* in themselves, *Begin* their journey toward hope, and *Become* the Hero that they are destined to be. We invite you to use the information included here to learn more about the process and people that will lead you and your daughter through this journey.

Purpose of This Manual

We realize that the decision to place your daughter in a Residential Treatment Center (RTC) may be one of the most difficult decisions you have had to make as a parent. We consider it an honor that you have chosen to place your daughter with us at Solstice East. We assure you that we take this responsibility very seriously and are committed to providing you and your daughter with the highest quality residential treatment available.

The purpose of this manual is to help you understand and prepare for the journey you have undertaken with your daughter. The process of residential treatment is truly a journey, and most often a tumultuous one. This path will lead through some very difficult challenges for you and your daughter. Through the years we have learned some things that can make this journey less difficult and more successful in both the near and distant future. The industry research literature, combined with our years of experience in providing residential treatment, has taught us very important lessons about treatment outcomes.

As a parent you likely have some important questions and concerns about how residential treatment will help in the long run. You'd probably like to know whether it will make a significant difference, and if so, will the changes in your daughter be lasting changes? These are vital questions every parent should ask, and every parent is entitled to receive answers to these questions. This manual will provide answers to these questions as well as help you understand the essential nature of the collaborative approach between parents and the treatment team.

The Treatment Philosophy

Our philosophy is based upon our beliefs and experiences related to the creation of genuine, lasting change in adolescent girls, which are:

- 1) People, more than programs, create the most lasting impact;
- 2) Intensive family focus to address the child's most important emotional connections – family;
- 3) Focus on internal change through utilization of principle-based, best-practice interventions, rather than emphasizing external compliance;
- 4) Holistic approaches that address all needs including mental, physical, spiritual, social, and emotional (mind-body connection);
- 5) Female-specific interventions; as girls have unique struggles and needs.

People, More Than Programs

Our philosophy is grounded in our belief that every person needs **love, acceptance** and a **sense of self-efficacy** in order to thrive and recognize her “hero within”. Since humans are social creatures, these qualities are largely affected by the social relationships in which they live and participate. Healthy attuned relationships can influence higher levels of **emotional and psychological regulation**., therefore leading to improved **self-regulation and self-efficacy**. The relationship connections that are formed have a highly significant impact on the development of these qualities. In fact, over the years, upon successful completion of residential treatment, most families attribute their achievement to the relationships that were developed with staff members and therapists as some of the most significant factors contributing to their success. Due to the immense importance of these relationships, Solstice East RTC is committed to hiring the most qualified, professional, caring staff that are dedicated to and demonstrate these values. These staff members regularly participate in very thorough and specific training sessions with the purpose of continuing their own personal and professional development which is essential to the life-creating work we do.

Family Relationships

The value of family relationships cannot be overstated. While family connections are critical to a child's sense of self-worth and belonging, at the onset of adolescence their focus often shifts from family to peers. Often the peer group becomes a greater influence on the child's developing values and need for belonging. Without structure and guidance these peer groups often regress into maladaptive beliefs and behaviors. Healthy adolescent development must include the proper balance of family and peer relationships within the context of appropriate structure and leadership.

Troubled teens have most often lost this balance. They are typically under-involved with family, and over-involved with their peers. An intensive family focus which addresses relationships and family dynamics through family therapy sessions, family seminars, multi-family groups and experiential interventions has proven to be a powerful change process for families and young women. At Solstice East RTC, families will be regularly and intensively involved in their daughter's therapeutic process.

Internal Versus External Change

Therapeutic programs and interventions have historically focused primarily on compliance. While compliance is important, how it is generated is very critical. Compliance that springs from external controls and “fear of punishment” tends to be short lived, so that when the external controls are removed compliance departs with it. When “compliance” grows out of developing internal values

such as respect, responsibility, love, family relationships, and personal growth then it becomes self-sustaining. We, at Solstice East, actually refer to this as cooperation versus compliance. This durable, internal change is what we strive to create at Solstice East with the help of our remarkable people and programming.

One of the most significant factors contributing to internal change is related to how a child learns. For example, if we wanted to teach a child to say “please” when making a request, there would be many ideas about how to teach this behavior. Many approaches to teaching utilize a social learning model based on rewards and punishments designed to elicit or decrease certain behaviors. Using this model one could easily, in theory, teach a child to say please when making a request. This model is simple, easy to learn, and transfers readily across situations and relationships; hence its popularity among RTC’s. The weakness of this model is that it is dependent on the external structure remaining in place. That is to say, once the external structure is removed through transferring to a new environment, if that behavior is not “internalized” it will decrease and could eventually disappear.

Because many RTC’s have depended so often on social learning theory in their behavioral models, they can readily obtain compliance from most clients. That quick compliance can be interpreted as an “early success,” and often is. However, from another perspective, it is most often a way for a child to feign success, when an internal change or “change of heart” has not occurred. Without the change of heart, the behavioral change is empty and short-lived. Rather than put so much energy into creating compliance through a system of rewards and punishments—hoping that change of heart will come later—we prefer to focus primarily on the change of heart, knowing that the behavioral change will naturally follow.

The one caveat to inside-out change, or the focus on the change of heart first, is that it has a slower start up! It takes a longer period of time to see evidence that the heart is changing, than it does to see compliance. Compliance can be created more quickly than change of heart. However, here is the major difference, “THE CLINCHER”: once change of heart is achieved, the behavioral changes that follow come very quickly; they are solid, lasting changes; they have purpose and motivation behind them; and they have internal value and worth to the child. The child now says “please” when making a request not because she is afraid of losing a privilege, but because she has an internal belief system that dictates love and respect in relationships. This internal belief system is created at Solstice East RTC through the development of trusting, caring relationships with staff that utilize principle-based interventions.

Holistic Approach to Wellness

At Solstice East RTC we take a holistic approach to the wellbeing of our clients. By holistic we mean that we approach change from a belief that humans are very complex, interconnected beings. What makes a child “tick” when they should “tock” is a complex problem and usually has a complex solution. A human being is a social, emotional, mental, physical, and spiritual being and these parts of the person need to be in balance in order to achieve wellness and become fully functional. For example, when a young woman does not get proper nutrition, her physical condition declines, which in turn has a negative effect on her emotional and mental condition. The interplay of these five components is significant, and very important to address when working to create healthy, well-balanced young women.

This is our approach and goal at Solstice East. We have integrated many components of our treatment program into a system that focuses on all of these areas in an effort to create overall health and well-being. Each part of the daily routine at Solstice East is aimed at addressing and

strengthening the girls in at least one of these areas, and all are addressed nearly every day.

Female-Specific Programs

Today's society is brutal on our young women. Our daughters are inundated daily with images, themes, criticisms and messages that deflate their self-esteem and destroy their internal sense of value and worth as individuals and as females. Research has shown that teens require therapeutic interventions suited to their developmental stage. We can't simply treat them as adults, and expect it to be effective. Similarly, we believe that teenage girls require therapeutic interventions and programming suited to the specific issues, challenges, feelings, and beliefs associated with their gender.

At Solstice East RTC we focus on the provision of services for young women that zero-in on the specific issues, dynamics and needs of teenage girls. We work to identify gender-specific programming, assignments and interventions that assist young women in facing their specific challenges, and to help them support one another in defining who they are as young women in today's society. Our goal is to empower our students as individuals in facing and overcoming the negative effects that society has had on them, and aid them in developing confidence in who they are as they resolve the issues that have troubled them.

Parental Involvement

The question that most parents have is, "What factors make the most difference in creating positive, lasting changes in my daughter?" While no RTC can **guarantee** positive, lasting outcomes, we can answer that question. Of the many factors that contribute to a young woman's success in residential treatment, the one factor that far outweighs every other component is YOU—that is to say, her parents/guardians. More specifically, the degree to which the parents/guardians invest themselves personally, and emotionally in the process of change, and join with the treatment team to work towards mutually agreed upon goals makes the most difference in a child's positive treatment outcomes!

It may seem surprising to you that your involvement has a more powerful effect on the treatment outcomes of your child than even your child's level of involvement and commitment. Think of the process as similar to parenting. Two parents that "sing from the same page" in their co-parenting of their children are generally much more successful than two parents that "sing solo", or do not work well as a team. Parents, whether married or divorced, who are inconsistent and do not collaborate are easily split and manipulated by their teenage children. Parents who do not communicate or plan together, who have different goals, approaches or strategies, or who purposely or inadvertently undermine the other parent are doomed to failure. If you think of the process of residential treatment as co-parenting, with you as the parents representing one part of the parenting team, the treatment team becomes the other part of the parenting team. The two "parenting units" must function as a team in order to facilitate the most positive and lasting treatment outcomes. The degree to which the parents join and work together with the treatment team at Solstice East—and do not allow the child's attempts towards splitting and manipulation to succeed—has a direct impact on the success of the treatment process. Parental involvement in the treatment program and the change process is the most significant factor, by far, that determines the long-term success of the child.

As you know, we have a selective admissions process at Solstice East. First, we accept *families*, not *girls*. Further, we only accept those families we believe are a good fit with our program. We have accepted your family because we believe we have the ability to help you; and even more importantly, we believe you have the commitment to help us help you. That is to say,

we have accepted you because we believe you have the commitment and dedication to this process to do what is necessary to help your family succeed, despite how difficult it may be.

This parent manual will describe our philosophy, principles, processes and interventions which are designed to bring about the optimal desired changes you are hoping for in your family. Since parental involvement in this process is the most significant factor in creating the desired changes, we will ask for a commitment from you to be involved in every aspect of care provided by Solstice East. This begins with providing your input into the development of the treatment plan by collaborating with the primary therapist. It means you will be involved in all of the family therapy interventions, onsite seminars and other events or sessions the treatment team requires. It also means that at any time you feel you do not understand what is being asked of you, what is required of your daughter, or what interventions are occurring and why, that you ask the primary therapist. We consider you critical member of the treatment team. It is imperative to the success of your daughter that you and the Solstice East team are all on the same page.

The Window of Opportunity

Now, your daughter may be in a very positive emotional place as she makes the transition into Solstice East, or she may not be. One way or another, this will change. She will go through many emotional ups and downs in this process. She will like it here one day and hate it the next, because this is going to be an incredibly challenging process. It is important for you as a parent to know this will happen and to prepare yourselves for it. It won't be easy the day your daughter calls you and is not happy, voices a variety of complaints, pulls on your heart strings, and makes a heartfelt plea to come home. If you are prepared for this, you will be able to handle it quite easily. If you are not prepared, it is likely to be very difficult for you. Most of these girls, at one time, or at many times, will attempt to convince you in one way or another that this is not the place for them and that they "could come home and do fine". This will usually come in one or several of the following forms:

- "The other girls here are crazy; they have much bigger problems than I do."
- "I fixed my problems in wilderness; I am ready to prove that to you at home."
- "The staff here are really mean; they act nice around parents, but when parents aren't around, they are really different."
- "I need to work on fixing our family problems and relationships; I can't do that while I'm so far away from you."
- "This place is way too structured [or not structured enough] for me; I can't work here."
- "They don't feed me enough [or feed me too much], [or] the showers are always cold."
- "My roommate is psycho; I don't feel safe."

The point is simply that your daughter will seek a "window of opportunity" to convince you that you have made a big mistake sending her here, and if you would "just give [her] one more chance" that things would be different. By now, your daughter knows how to pull those heartstrings. She knows where your soft spots are, and she will attempt to pull them whenever she sees that window open. The key for you as a parent is to close that window in a decisive manner so that your daughter will "get it" and accept that the only way home is to do the necessary work. The challenge for you as a parent is to stay strong and committed, and continue the necessary response to help your daughter understand that you are not changing your mind.

The best way to go about this process is to communicate with your Solstice East therapist to prepare for these behaviors so you know how to respond to them. It is very important that you respond to your daughter in a way that puts the burden of responsibility on her to address her

concerns. If, for instance, your daughter comes to you with a complaint such as this:

“Mom, my roommate here is crazy; I think she likes girls, and I’m afraid she might try something. I don’t feel safe.”

A great response would be something like this:

“Wow, honey. That sounds tough, what do you think you could do about that?”

Then, with each ensuing complaint, a likewise response, such as “What do you think you could do about that?” After consistently putting the responsibility back on her to resolve the problem, she will get the message that you believe she has the ability and power to address and resolve her own concerns. She really needs to get a consistent message that you believe in her, and that she no longer needs you to solve her problems for her.

Now, if your daughter shares a concern that makes you wonder if it might be legitimate, and not just an attempt to manipulate, it is still important that you respond as indicated above. Then, when the call with your daughter is over, please call your Solstice East therapist and pass the concern on to them. Ask them about the concern to gain more information about any potential validity before assuming it is true. Rest assured, your daughter’s safety is our number one concerns so we will always investigate these concerns thoroughly. In this process, it is important that your daughter gets clear messages that:

- 1) You hear her;
- 2) You are confident in her ability to resolve problems;
- 3) You and the treatment team are “a team” and cannot be split; and
- 4) You made a careful decision before placing her at Solstice East, and are fully committed to the process.

For these reasons, a response such as, “Oh, honey, that sounds horrible. As soon as I get off the phone with you, I will call the [therapist, staff, etc.] and get this taken care of right away. This is just not acceptable!” sends a very different message that includes:

- 1) You “emotionally react” to her;
- 2) You believe she is not capable of resolving her own problems—even in a supportive, nurturing environment.
- 3) You can be split from the team, and are therefore vulnerable to her emotions;
- 4) Your daughter has a great deal of power over you with her emotions. She can use them to get what she wants and to sway you from your commitment to the treatment process (she can objectify you).

Since the treatment process is difficult, challenging and emotional, for both you and your daughter, you can expect these types of scenarios to arise several times during the course of treatment. To achieve the type of success you are hoping for, a consistent message of hope, belief and commitment is necessary. Your daughter, like many others, will likely persist in her efforts to convince you to bring her home, until you successfully and decisively close the “window”. This often needs to be done several times before she gets the message clearly. The best way to close the window decisively when she persists in trying to keep it open, is to repeat the following message:

“We made a careful decision to place you at Solstice East, and we are fully committed to the process. We are not pulling you from the program. We trust the Solstice East team. The only

way for you to come home is to work through the program and accomplish your therapy goals. You will come home when the treatment team says you are ready.” End of story!

Parents that can send this message confidently and consistently will see their daughter begin to invest in the change process more quickly. It will take longer if you have a history of caving in to your child’s emotional pleas or demands. She knows that you have been weak and vulnerable in the past, and will attempt to push those buttons again. It is imperative that you are strong, confident and decisive. If you have concerns about your ability to do so, your Solstice East therapist will support and coach you through the process. Together you will succeed in getting through this stage and assisting your daughter in beginning her journey.

Empowering Your Daughter to be the Hero of Her Story

Sometimes in our desperate attempts to help our kids calm down, think more clearly, gain control, or otherwise not feel like their world is ending, we accidentally—through bandaging their wounds or stepping in to fix the problem—send the message: “Here—let me fix this for you, because I believe your problems are too much for you to handle.” While such verbalizations spring from a sincere desire to help, they often lead your daughter toward even greater hopelessness or victim-thinking in the end (i.e., if I can’t handle this, then there is no hope unless I depend upon someone else to fix my problems for me). This is a message that we want you to be careful not to send to your daughter. It is much more healthy to send a message of confidence—that you are not worried that her emotions are “too much to handle”, and that you believe she has the ability to recognize her mistakes, internalize principles that she has violated in the past, and overcome any challenges she is faced with. By sending this message, your daughter will be able to present as the hero of her story with the belief that she can indeed handle the sometimes-difficult road that lies ahead.

So, how do I do this you may ask—the best way is simply to not jump into “fixit” mode when your daughter approaches you with a problem. Instead, try listening carefully to her and validate her feelings, then once you believe that she feels “heard” by you, ask her how she plans to address her problem. Put the reigns in her hands and if she tries to hand them back, don’t be afraid to say something like: “you’re such a smart young woman and you are learning so much about how to get your needs met that I am sure you have some ideas about solutions. If I fix it for you I would be robbing you of an opportunity for growth and confidence building. I am really looking forward to hearing what you come up with and how it turns out.”

The Secrets of Highly Effective Solstice East Parents

Over the years, we have discovered a handful of simple ideas that we have found to be **very** helpful to the process of therapy in a residential treatment setting. You will likely see these principles again and again in your therapy at Solstice East and believe they will be helpful for you to focus on at the beginning of the process of treatment with your daughter:

1. Healing is a process, not an event. It is possible for a person to have a major change overnight. Realistically, however, it will take time and patience for your daughter to make the changes she needs to function properly. Therapists are taught to be suspicious of overnight change, or “flights into health.” They are all too often shallow and fleeting. Hang in there, it may take some time.
2. It's okay to let Solstice East be the “bad guy” for a while if needed. We want to support your relationship with your daughter by managing the healthy expectations and boundaries here that were hard to enforce at home. This will allow you to be able to focus on connection and

healing in your relationship with your daughter while feeling confident that safety, structure, and consistency are being provided. Be a support and a consultant to your daughter, knowing that you will eventually be taking the reins back fully, and you will need a strong relationship foundation in preparation for that.

3. We cannot force change. Your daughter will most likely not change out of a sense of duty to you. She may not change because she likes the people at Solstice East. She will change on her own timeline. The best we can do is to make the “right/healthy” choice, the easiest choice.
4. Your daughter will most likely look better on the outside before she is better on the inside. Allow the cake to finish baking.
5. Prepare your daughter for the path, not the path for your daughter. Solstice East is, to a degree, a representation of the larger world. Even some of the injustices and problems of the world are present at Solstice East. We actually feel that this is an important and rich contributor to the change and growth process, so that we can teach them how to address it and build resiliency. We will always wholeheartedly welcome feedback. We also want to encourage you to be cautious about falling into the trap of focusing on “the imperfections of the program” at the expense of focusing on your family’s change process.
6. Be a warm, empathic, curious observer of your daughter's problems. Ask a lot of questions about her experience with problems. Ask her what she plans to do. Ask her how she will solve things. Ask, ask, ask. Sincerely encourage her in the process of problem solving, repair or whatever challenging experience she may be working through.
7. Validate what your daughter is feeling. She is entitled to her feelings. They are neither right nor wrong, they simply “are.”
8. Be a team player by putting it back on her. If your daughter is a self-respecting teen, she will try to split you. She may try to drive a wedge between Mom and Dad, or between parent(s) and therapist. This is usually a smoke screen to distract from the core issues that need to be addressed. Be one step ahead of her. Listen to her complaint, then say, “That must be really hard. Do you have ideas about how to solve this problem?” If she says, “I don’t know,” respond with, “I feel pretty confident that you are going to think of something great and you have some great supports there to help you if you need it. I want to hear how it all turns out.”
9. See the program phases for what they are. Change is best measured by looking at issues, not counting phase advancement. Don’t get too hung up on feeling great if your daughter makes her phase, or terrible if she doesn’t. The struggle inherent in *trying* for the phase creates the most growth.
10. Amplify the positive. As is the case with anything in life, you will find what you are looking for. If you are tuned-in to recognizing the positives in your daughter's behavior, she will be more likely to amplify them on her own.
11. Change is a family project. Your family is a puzzle, with each member a unique, interlocking piece. The piece representing your daughter has been taken out of the puzzle, sent to Solstice East, and is in the process of changing its shape. If the family puzzle remains the same while she is here, what will happen once she returns home?
12. Your therapist will challenge you. This means that you may find yourself angry with your therapist from time to time. That’s okay. Remember, change is what we’re after, and change doesn’t typically come when we are comfortable.

Chapter 1 - The Admission and Treatment Process

The Admission Process

We believe the admission process is very important since it is usually your child's first impression of Solstice East. Generally, most girls are not thrilled with the idea of going to a treatment center. They certainly have other ideas about what they need and what is best for them. Since first impressions can help set a proper tone and direction for the change process, we are committed to making their first impression as supportive and positive as possible. There are a few things that you can do as parents that will help us in this process. Please be aware of these things and work with us to assist your daughter in this initial phase.

Whether your daughter is coming to Solstice East directly from home, from a wilderness therapy program, or another previous placement, it is important for her to have correct information about Solstice East prior to admission. She will have many questions about where she is going and will seek information from you about the program. It is important to provide general, accurate information and avoid getting into a lot of specific details. Sometimes, in a genuine effort to avoid conflict or ease their daughter into the idea of going to an RTC, parents will attempt to "soften the blow" by referring to Solstice East as a "boarding school" or "therapeutic boarding school". While we understand the desire to avoid conflict with your daughter, this mild deception does not set the proper tone for her journey towards integrity and emotional health. Therefore, whether you bring your daughter to Solstice East yourself, or have her transported, we would suggest that she knows the following information about us before arriving:

- 1) Solstice East is a residential treatment center for girls;
- 2) The length of stay varies relative to the individual work ethic of each girl;
- 3) You will be in contact with her when the treatment team at Solstice East decides she is ready;
- 4) Solstice East will require a lot of hard work, but will also involve a lot of fun as each girl invests herself in the process.

The questions your daughter will ask you will likely consist of these main themes.

During the application process the admissions coordinator will send you a great deal of paperwork and information. There is an application to complete as well as lengthy enrollment documents. It is important that you read and complete these documents carefully. We realize that this is a difficult time for you, and you may be feeling overwhelmed with all that is going on in your life and the lives your family members. The admissions coordinator will work with you in answering any questions you have to ensure that all of this information is clear and understandable. This is important, as we want to avoid any feelings of surprise or confusion later in the process.

Once your daughter arrives at Solstice East, the process of admitting her involves several steps that focus on:

- 1) Orienting her to the program and process of treatment.
- 2) A clothing change and search of her belongings to create an inventory, and to prevent any dangerous or inappropriate items from entering the facility.
- 3) Introducing her to her peers, her “big sister” (a senior resident selected by the treatment team who will help your daughter feel welcomed and oriented), and participating in a “welcome group”.

This is a relatively quick process, after which your daughter joins the other girls in the daily schedule. Also, during the first 24 hours or so, the primary therapist will meet with her to assist in the orientation process, as well as begin to establish a trusting relationship with her.

The Treatment Process

Once your daughter is admitted and oriented to the facility and the program, she will immediately begin to participate in the regular daily schedule. This schedule is quite structured and keeps the girls busy with a variety of therapeutic, academic and recreational activities throughout the day. This level of structure is generally new to the girls. They will also be introduced to many new people and processes. These therapeutic processes are especially new and peculiar to girls who have not been in a therapeutic program or setting before. They will have many questions about the program, and the activities as they often aren't sure why we do certain things. While we attempt to answer any questions they have about the purpose behind what we do, it often takes time for them to understand and recognize the benefits of these activities. The first month of treatment often includes a variety of complaints or concerns about the program not being a “good fit” for them. These complaints are usually one of three things: 1) an attempt to get out of the program; 2) an attempt to avoid change, or; 3) confusion and/or a lack of understanding of the therapeutic process. All three of these are very common, and can usually be cleared up quite easily within the first 4-6 weeks with effective work between parents and the Solstice East team.

Having said this, the desire to avoid change is fairly universal in humans, and often comes up throughout the course of treatment. However, the initial avoidance is often the most difficult and time consuming to address. This avoidance is usually successfully addressed in the early stages of treatment by focusing on two key areas; the **therapeutic alliance** and the **treatment plan**.

The Treatment Team, Treatment Plan and Therapeutic Alliance

The treatment team at Solstice East involves a multi-disciplinary team which includes Family Therapists, Social Workers, Addictions Counselors, Psychiatrist, Academic Director, nursing staff, mentors, psychologists, recreation therapists, and parents. This team establishes and implements each young woman's treatment under the direction of her primary therapist. Each person on the team will develop a relationship with your daughter, and interacts with her in different settings and under a variety of circumstances. Each individual on the team has input into your daughter's treatment plan, as does your daughter herself. These are key factors in the change process, particularly in the early stages of treatment. To be implemented effectively, two key elements must occur. The first of these, which is the primary focus of the initial stages of treatment, is the therapeutic alliance.

The therapeutic alliance refers to the relationship of trust that develops between a young woman and her therapist/staff member. Research literature abounds with data suggesting that this alliance is the number-one most important factor related to therapeutic progress. Because of this, much emphasis is placed on the relationship between therapist and client. The nature of this relationship is very important. A “therapeutic alliance” is defined as a relationship that is based on trust and is focused on therapeutic progress. This type of relationship is very different than a “friend” or “buddy” or the like. It may often include the client being unhappy or very angry with her therapist. These situations provide the client with wonderful opportunities to “work through” problems with someone who can effectively teach them relationship skills.

A therapeutic alliance typically develops in the presence of several key factors. The therapist will focus on the development of these factors with you and with your daughter during the initial weeks of the treatment process. It is imperative that your daughter develops a strong commitment to the change process. This commitment usually coincides with the development of two other factors: 1) Confidence that the (therapist, program) can help her, and 2) agreement with the therapist on treatment goals. As you can imagine, accomplishing these goals takes time and effort, is usually the primary focus of the first 4-8 weeks of therapy, and remains a secondary focus throughout the course of treatment.

As you, your daughter and her primary therapist work on these issues during the first stages of treatment, from these discussions will flow a treatment plan. The Master Treatment Plan is a formal document that is written by the therapist with input from the treatment team, you and your daughter. When finished, this document will be reviewed by you and your daughter, and will become a part of her medical record as a guide to the process of treatment. This document will change over time as you and your daughter accomplish objectives and assignments and begin to develop and work on new objectives assigned by the therapist and team.

As your daughter make progress on treatment goals, the Solstice East program is designed to gradually increase the amount of trust she is given, which allows your daughter to demonstrate her progress and ability to use good judgment in making decisions in an increasingly “larger box”. With greater trust comes greater freedom, and greater responsibility. At some point, your daughter will earn enough trust to go home for a home visit. These visits are part of the process of change and a critical component of her therapeutic growth. As she progresses into earning longer visits, she will inevitably experience setbacks along the way. We teach her that these setbacks are part of the process, and they provide valuable feedback about what weak spots may exist and how to address them. We encourage families to consider these setbacks not as “failures” but as “feedback”. They are normal, expected, and even hoped for, as they often lead to the greatest moments of learning and change.

Chapter 2 - The Therapeutic Environment

A major factor in the change process in an RTC is the therapeutic community. This is one of the key components that make residential treatment so much more effective than outpatient treatment. Every RTC has a “community” and all communities go through various stages of being therapeutic and “functional” versus “not so functional”. A primary focus of the treatment team in an RTC is to develop and manage the components of the milieu to keep it operating on a functional level. We start with emphasizing the following principles at the heart of our milieu:

- We are relationship based, which means that we focus on the development of caring, trusting relationships between all residents and staff. We rely on these relationships as the primary change agents in the lives of our clients.
- We emphasize belonging, respect and responsibility. These are key principles that adolescents need to feel and practice to live healthy lives.
- We require contribution, service and self-efficacy. In order to be confident, young women need to feel capable, feel that they are needed, and experience the benefits of giving to others.

As we develop and refine the components of our milieu, we emphasize these principles to provide opportunities for the girls to learn and practice them. At Solstice East we focus on the following key components in order to structure, support and maintain a healthy milieu:

- 1) **Codes of Conduct** – These are the guidelines for maintaining a safe environment and focusing on teaching appropriate behavior. They include our basic expectations relative to behavior, dress standards and general guidelines and rules.
- 2) **Principle based Interventions** – When rules or guidelines are violated, our desire is that our students will learn to identify which principles they violated, and through experiential methods learn to internalize these principles to create future change. This is a very different approach than simple rewards and punishments which may create immediate compliance, but fall short of long-term change. By internalizing principles such as honesty, integrity, self-respect, trustworthiness etc., our students are more likely to maintain positive changes over time. We aim to help our students internalize these principles as they face the ups and downs of the therapeutic process.
- 3) **Phase System** – Our phase system is based on the archetypal Hero’s Journey, which helps to create context for the challenges we all face during life’s journey. The treatment process reflects this same “journey” through ups and downs in which our students must “face their dragons”, overcome adversity, and emerge strong, confident young women ready to return home and take on life. The progression through the phase system is meant to highlight a student’s growth and development, while also providing her with opportunities to face and overcome her fears. This means that a student may earn and lose phases several times throughout the process before completing her journey. While losing a phase is disappointing to the girls (and parents), it does provide opportunity for growth and often acts as a stepping-stone for enhanced progress.

- 4) **Community responsibilities-** Participation in our milieu includes carrying a community role, or a “job” which is necessary in the efficient function of the daily regimen. These jobs range in duties from emptying trash, to managing laundry schedule, to assisting in the kitchen, and many others. The purpose of these roles is threefold: 1) to teach responsibility, 2) to enhance the feeling of being “needed”, 3) to increase self-efficacy and sense of confidence in a “job well-done.” Effective performance of community roles is necessary in the completion of phase requirements for phase advancement. Residents can be “promoted” to higher level jobs and responsibilities with good job performance. They can also be demoted or “fired” for poor performance, thus reflecting real-life scenarios they will face with employment in the future.
- 5) **Groups and Meetings-** Sharing feelings, planning, resolving conflict, recognizing good work, giving “positives”, establishing accountability, and teaching good communication skills are among many of the focal points of the groups and meetings that our students participate in on a daily basis at Solstice East. These are the life skills and relationship skills that are so necessary for them to learn and apply in their lives. This is where much of the formal learning takes place that prepares the girls for better relationship functioning. These groups and meetings include community meeting, process group, DBT group, equine groups, experiential groups, adoption group, trauma group, art therapy group, “specialty” groups and others. In these groups, the girls learn and practice skills that they then apply in the daily milieu, in their family, and in other social relationships.

The importance of the “milieu” in the therapeutic progress of each girl cannot be overstated. The daily behavior and interactions of each student in the more casual, informal settings throughout each day are the clearest evidence we have of where she is in relation to her therapeutic progress. Many girls are able to regulate in the more-formal setting of individual and family therapy. This may be the case for many reasons: It is for a short period of time so it feels more tolerable, they are more aware of their choices in the presence of authority or those that they see as having influence over their length of stay, or it is very structured and goal oriented. This dynamic also plays out in group therapy sessions. It is when they relax and let their guard down in the day-to-day interactions with their peers and staff that we can see their vulnerabilities and their needed growth areas.

The behaviors and relational patterns that take place in the milieu often mirror behavioral and relational patterns that were present at home. For this reason these patterns are very important to observe in the process of therapy, and in each girl’s progress through the program. These patterns are heavily considered when decisions are made about phase advancements, readiness for home visits, or the implementation of other therapeutic interventions. The treatment team will consider how each student is managing her behavior—especially in stressful situations—including how well she is implementing the skills she is learning while working on treatment plan objectives. As your daughter practices and internalizes these new skills, we expect that she will implement them during visits with you on campus or at home.

Chapter 3 - Clinical Services

Individual Therapy

Individual therapy begins immediately upon admission. The therapist will meet with your daughter within 24 hours of admission to begin the therapeutic process. These sessions will occur weekly in 90-minute sessions. However, at times the therapist may divide the 90 minute block into 2 or 3 smaller blocks of time. This can be very beneficial for clients who have a hard time sustaining focus on their issues for a full 90 minutes.

As noted above, the initial focus of therapy is to build a healthy therapeutic alliance. This includes developing a collaborative relationship with your daughter in the process of defining goals for treatment. As therapy progresses and trust develops, the therapist will gradually move towards a more challenging approach to therapy where he or she will begin to confront the unhealthy behaviors and thought patterns that your daughter struggles with as well as begin to face her deepest wounds. This approach will be used throughout the process of therapy and is uncomfortable at the least, while infuriating at the worst. This part of the process is often when your daughter may report being angry at her therapist, or not liking them anymore. She may report that she wants to change therapists. When this happens, don't be alarmed. This is a normal part of the process and is actually one of the most therapeutic opportunities that can arise in therapy. This provides your daughter with an in-the-moment opportunity to learn to directly address her feelings—whatever they may be—with a person that she has an important relationship with. The manner in which your daughter's therapist engages with her throughout this process is a tremendous learning experience about how to handle conflict in relationships. This interchange results in the development of emotional growth and maturity and usually a much stronger relationship between your daughter and her therapist. This experience will ideally prepare her to handle relationship difficulties in a healthy manner throughout the rest of her life.

Family Therapy

The process of family therapy is very similar to that of individual therapy—just with the addition of the parents via phone or in person, and a more intensive focus on family processes. Family Therapy also occurs every week in 90 minute sessions. The first family therapy session will occur when the therapist determines that your daughter is ready. This is usually within the week or two following admission. The main factor we take into consideration is your daughter's level of anger about being admitted to Solstice East, and how well she can manage this anger in session. We want her to express her feelings in appropriate ways. If she is not ready, and/or lacks the skills to appropriately express her feelings, we may experience an emotional “blow-up” that can afflict more damage on your relationship. We anticipate that the first family therapy session will be filled with emotion—however it is our desire to avoid afflicting greater damage early on. For this purpose, if your daughter were to become rude or inappropriate during such a session, her therapist may elect to end the session early.

Family therapy sessions begin with your therapist taking the first 15-30 minutes of each session to discuss any important matters with you (the parents) before bringing your daughter into the conversation. This affords you the opportunity to ask questions, share information, and receive direction and coaching from the therapist before your daughter joins in.

Once your daughter joins the session, the focus will consist of a mixture of sharing assignments, discussing therapeutic progress, and working on family issues and dynamics. As

parents, you will also be given therapeutic assignments to complete during the course of therapy. Some of these will be writing assignments, others will be experiential (hands-on) in nature, and yet others will invite you to talk about certain issues with each other related to your family's dynamic. Similar to individual therapy, as your therapist observes family interaction within these sessions, he or she may note dynamics and issues that you as parents need to address either within yourselves, within your relationship with each other, or in the parenting of your daughter. The therapist will address these issues with you and often make suggestions or give direction in how you might approach these challenges. This is an extremely important part of the therapeutic process. As discussed earlier in this manual, the parent's participation in their own process of change is a vital part of the child's therapeutic progress. However, this is much easier to read or talk about than it is to do. Some of these issues may be very difficult for you to address, and will certainly include some discomfort as you attempt to make changes. As adults, our patterns are often more ingrained and long-standing than are our children's, and changing them is often quite challenging. Do not be surprised if your therapist suggests that you attend either individual or marital therapy. This is recommended to most families as this process of residential treatment is very difficult and challenging not only to the girls, but to you as parents as well. You have likely been through great amounts of stress and even trauma prior to enrolling your daughter in our program, and you may need additional support and direction while working through these issues in order to be prepared to help your daughter make a successful transition home.

Also, be aware that, like your daughter, there will likely come a time when you become angry with your therapist as well. Perhaps you disagree with them, or they are pushing you to address issues and dynamics that are uncomfortable to face. We believe that parents' anger towards the therapist is also a normal, expected part of the process and can be very therapeutic when dealt with appropriately. As we always will with your daughter, we encourage you to be open and honest with your therapist about these feelings so that effective resolutions can be reached.

As part of our family focused treatment, we conduct intensive onsite family seminars 4 times per year—each lasting for two to three days. We invite all current families to travel to Solstice East and participate in these seminars which focus the family in on pertinent issues. One of the great strengths of these seminars is that families get to know each other very well, and provide an excellent support system for one another. We recognize that the process of treatment is very difficult for both child and parent alike. The opportunity to get to know other families and gain support from one another is an invaluable experience. Many of our parents have developed very close and supportive relationships with each other during these events, and continue supporting one another during and after the treatment process.

These seminars also provide families the opportunity to spend significant time with their daughter in the local area following the formal group events. This is valuable visitation and relationship-building time for your family. These experiences are often strong contributors to therapeutic progress.

Group Therapy

At Solstice East RTC we provide several types of group therapy interventions for your daughter. We provide over 15 hours of group therapy per week that is focused on important topics and processes necessary to the girls' growth and progress. The content and process of these groups vary as they attempt to access each young woman's issues in a variety of ways. They also provide learning opportunities and a chance to practice and implement new skills in a variety of ways.

Some of our groups are *Process Groups* in which our students either process therapeutic assignments that they have completed, or discuss current issues, concerns or conflicts with the

entire group. This process assists them in being open to discussing their history and issues, as well as to receive valuable feedback and different perspectives about their conflicts and concerns from their peers. It also gives them opportunities to learn and practice conflict resolution skills with other group members who are there to assist them and provide support and constructive feedback. This feedback from peers is often one of the most powerful change agents in residential treatment.

Other groups, such as *Dialectical Behavior Therapy (DBT)* group and Social Skills Group are more didactic and skills-based. DBT group focuses on four modules:

- 1) Interpersonal Effectiveness – skills associated with the development and maintenance of healthy relationships with others;
- 2) Mindfulness – skills aimed at learning to focus, calm the mind and body, relax, and be effective in our approach to life;
- 3) Emotion Regulation – skills focused on regulating or managing overwhelming emotions such as depression, anxiety, anger, hopelessness, etc.; and
- 4) Distress Tolerance – skills associated with managing high levels of distress without making the problem worse by acting out in unhealthy, self-destructive ways.

DBT group meets each week for 2 hours, is very skill based, and includes weekly homework assignments to assist in the practice and internalization of skills.

Specialty Groups are similar to process groups, but focus in on certain topics such as adoption issues, attachment, trauma, addiction or addictive patterns of behavior, women's issues, art therapy, self-worth and esteem, eating disorder recovery, relationships and many others. These groups function in a similar manner to our process groups in that they are open to girls sharing issues, feelings and problems while gaining supportive feedback from peers.

Once a week the girls facilitate a group under the direction of a staff mentor. These groups are run by the residents and include a few steps that assist them in healthy negotiation and problem solving, as well as appropriate expression of feelings. They learn to evaluate problems, negotiate differences of opinion, practice assertive communication, make effective decisions, and a variety of other important skills.

Equine Assisted Psychotherapy

Equine Assisted Psychotherapy (EAP), simply put, is therapy in which horses take on the role of therapist and equine therapists and specialists take on the role of facilitator. It is an experiential process where the experience itself becomes the intervention. Equine therapy is amazingly effective in accessing deeply seeded emotional issues and assisting young women in opening up to the process of change. Usually, girls connect with animals very quickly because they are non-threatening and affectionate. This is true with horses as well. Horses are also very adept at responding to human emotion and giving girls immediate feedback in non-threatening, non-verbal ways that provide many opportunities for self-evaluation and regulation of one's own emotional states.

Furthermore, the girls' interactions with the horses are often affected by their current emotional state, much like their relationships with important people in their lives. An effective facilitator helps the girls recognize these similarities and relate the feedback they get from the horse-as-therapist to the feedback they have received in other areas of their lives. This often results in powerful insights into their life and relationships, and perspective shifts that lead to openness and lasting change.

Psychiatric Services

Psychiatric services at Solstice East are provided by Dr. Tiffany Sauls and Dr. Mona Rice. Their approach to treatment is consistent with Solstice East's cautious, conservative approach. We utilize medical interventions only after careful assessment and evaluation and only when we deem it necessary to the child's therapeutic progress. We recognize that adolescent brains are still young and developing, and that a conservative approach to medical intervention is necessary. When a young woman is admitted to Solstice East, whether on medication or not, we do not usually recommend immediate changes to medications. We want to give her an appropriate amount of time to adjust to the program. If a young woman is on medication when she arrives, she will be observed closely throughout the first month to determine whether her current medication regimen is effectively meeting her needs. In some cases we find that after making the transition and settling into the structure of our program, reducing dosages or discontinuation of some medications may be possible.

Every student is thoroughly evaluated each week in a formal treatment team meeting. Medication needs and adjustments are considered and discussed in these meetings in order to determine the most appropriate approach for each student. Any time a change in medication is being considered it will be thoroughly discussed with you before any changes are made. It is important that both you and your daughter understand all considerations being made relative to medications, and participate in the decision to add or remove medications to the treatment regimen.

Addiction Treatment

Addictions and addictive patterns of behavior come in a variety of forms and presentations. In addition to substance abuse and addictions, girls who have struggled with deep emotional challenges often develop addictive behaviors not associated with illicit substances, such as: disordered eating habits, self-harm (such as cutting), relationship addictions, dependence on unhealthy emotions or emotional expression, sexual behavior and expression, technology and internet addictions, addictive relationships to certain lifestyles or groups, and so forth. At Solstice East we have designed interventions to address addictive behavior in all its forms. We have progressed beyond a simple, traditional 12-step approach to addiction treatment. We also implement aspects of SMART recovery, Women for Sobriety, Rational Recovery, Rational Emotive Behavior Therapy (REBT), Life Ring, and others. The idea behind this eclectic approach is to provide our students with as many skills as possible, thereby rendering them as experts on numerous approaches to sobriety and healthy living. We also find that while some girls respond extremely well to one approach, others may not find that particular approach useful in their lives. We believe that our students benefit greatly from this comprehensive approach to addiction treatment.

Every week, we implement two separate groups related to addictions—one focused specifically on the abuse of substances, and the other focused on addictive processes in general. Those who have issues with substances attend both groups, and those who engage in addictive patterns of behavior, but who have not engaged in the use of substances, attend only our general addictions group. We believe that this approach provides very thorough support for our students struggling with addiction, but avoids the possibility of sparking interest in substance use for those who have not previously engaged in that type of addictive behavior.

Recreational Activities

We implement a wide variety of recreational activities into the weekly schedule at Solstice East. We do this for a number of reasons; 1) healthy fun, 2) diversion, 3) learning and experience, 4)

building relationships of trust and cohesion. Most importantly, we want our students to be exposed to a great variety of healthy activities that they can add to their list of things to do for fun. Our recreational activities tend to focus on outdoor adventure such as hiking, canoeing and swimming in local lakes, camping, rock climbing, biking, snow sports, flat-water kayaking, etc. However, we also engage in activities such as art festivals, museums, county fairs, arts and craft classes, zoo and aquarium visits, tours of candy factories, bakeries, and more. These activities serve many purposes and expose the girls to many things they may not have experienced before. In addition, we engage in 1- 2 large service and adventure-based trips per year that are over a week long and allow us to explore areas outside of the continental United States.

We believe that these activities assist the girls in gaining new perspectives and ideas about interests and hobbies they may pursue in the future. We believe that implementing healthy recreational activities into the lives of these young women and into your lives as their families will provide wonderful benefits to your relationships with each other and increase the pursuit of healthy lifestyles.

Nutrition & Fitness

As you know by now, at Solstice East RTC we place a strong emphasis on fitness and nutrition. We do this because research and experience underscore the important interplay between physical and emotional well-being. This is a major part of our holistic approach to therapy and healthy living.

Our students come to us with varying histories, experience with, and commitment to nutrition and fitness. Because of this, some girls adjust to these changes more smoothly than others. Most of them experience some level of challenge as their bodies adjust to the associated changes in diet and exercise. We are sensitive to these differences as young women go through this adjustment period. Due to these changes, the girls will go through some discomfort, sore muscles, cravings for their favorite junk foods, etc. You should be prepared for some complaints about this in the first month or two following your daughter's admission.

Each young woman's body will adjust to her new exercise and nutrition regime at a different rate—taking somewhere between 3 – 6 weeks on average. That is, most of her initial discomfort will begin to subside after this time period. However, secondary adjustments will continue to occur for several months as her body responds to and is pushed towards higher limits of endurance, strength and flexibility, as well as her new nutrient-rich diet. These changes will often result in marked improvements in many areas of your daughter's well-being.

One side-effect that sometimes occurs is that your daughter may have increased cravings for her favorite fast foods or junk foods. Furthermore, since her body has adjusted to a new, healthier diet—a significant or quick change in this diet can result in very negative effects. For this reason, when you come on visits, or when your daughter goes on home visits, we ask that you help support your daughter in continuing to make wise nutritional choices.

We have several policies that are aimed at helping with this process. First, during on campus visits we ask that you do not bring in outside food or drink for your daughter. We provide very good, nutritious home-cooked meals at Solstice East, and during your visits you are welcome to eat on campus with your daughter. You are also welcome to leave your daughter on campus and go out to eat if she does not yet have the privilege of off-campus visits. If you do so, again we ask that no outside food, drinks, snacks or candy are brought in for her.

Furthermore, when your daughter is permitted to go off campus with you, she will often push to get her favorite food, drink, and junk food items. Some of this is okay, of course, but we urge you to monitor this carefully and use moderation. Staff can help you determine what is okay and how much is too much, if you aren't sure. However, it will take some "mental toughness" to stand up to your daughter's attempts to get what she wants. Your therapist will spend some time with you prior to these visits to help prepare you and your daughter for these situations.

Visitation and Home Passes

On-campus and home visits are considered therapeutic interventions! Many of our girls think of family visits as a break from treatment, but we consider them to be some of the most therapeutic opportunities we have. We are, after all, working to improve the relationship between you and your daughter and preparing her to return home to live with you. These visits provide us with our best data as to how she is progressing towards that end. Because of this, home visits are carefully planned and include specific therapeutic goals and structure to provide for the best possible experience. We encourage you to look forward to these visits as interventions and not vacations.

Having said this, it is important that visits are planned in conjunction with the therapist before making plans with your daughter. Therapeutic readiness for these visits is the most important thing to consider when making plans. Once the treatment team feels that your daughter is approaching readiness for a visit, your therapist will begin to discuss this with you. Once plans are agreed upon, then your daughter is included and further details and goals are discussed.

Although your daughter may be deemed ready for a local or home visit, it is important that you are prepared for many possible outcomes. Even after the home visit is planned, tickets are bought and plans made, it is not uncommon that girls may act out or violate rules in a way that affects their eligibility for a home pass. Sometimes the result of such behavior is the loss of her home pass due to therapeutic regression. Although this can be extremely disappointing, it does happen at times, and should be prepared for.

The other factor that parents should prepare for is that home visits do not always go as you might hope. Girls often make mistakes at home, or demonstrate some type of regression, poor judgment, or give-in to temptation. Sometimes these mistakes are minor, and sometimes they can be major. The important thing to remember is that mistakes are inevitable and are an important part of the process. Since home visits are "tests" of each young woman's development, they are not always "passed". In fact, the mistakes they make teach us most about what "weak spots" may still exist and what areas are in need of continued refinement. To this end, we actually expect and hope for mistakes to be made. This provides you and the treatment team with a wealth of information regarding your daughter's and your family's continued therapeutic needs. Because of this, we often work with our students to help them recognize their mistakes and setbacks as "feedback" instead of "failures". We encourage you to think about these mistakes in a similar manner.

Of course, we do not expect major setbacks or relapses during visits, and work to predict and actively prevent such occurrences. If we believe that the risk for significant is significant for your daughter, we will not consider her to be ready for a visit. However, although rare, such setbacks or relapses do happen at times. Prior to a home visit, your therapist will discuss this possibility and prepare you for how to handle it if it does occur.

Chapter 4 - Academic Services

At Solstice East we are committed to making our school a place in which all of our students will gain confidence in reaching their educational goals. Regardless of whether your daughter struggles in school and has fallen behind, or is a gifted student that needs to be challenged in preparation for college, our academic program is designed to meet her needs and prepare her for success. Our Academic Curriculum is fully accredited by AdvancED (formerly, the Southern Association of Colleges and Schools (SACS)), and our curriculum is in accordance with State of North Carolina curriculum standards. Our classroom sizes are never greater than 10 students, yielding a high teacher-to-student ratio. This affords personalized learning with plenty of time to get extra assistance from the teacher. Our core classes are taught in a traditional classroom setting utilizing live, face-to-face instruction. All of our teachers are certified in their content area and have strong experience in secondary education.

We provide a number of on-site electives, which are supplemented by correspondence courses for additional elective credits. This affords our students access to a wide variety of elective courses in foreign languages, the arts, photography, social sciences, business, technology, music, humanities, and many others. The students complete this work in the classroom with certified teachers available to assist them.

Our Academic Director and your daughter's team teacher are always eager to discuss your daughters' academic progress and school related issues. They are available during onsite parent seminars for face-to-face meetings and can be contacted via e-mail or phone for more regular updates.

Chapter 5 - Critical Incidents

It is important that you are aware that with the population of clients we serve at Solstice East, there is a possibility of what we consider critical incidents. The following situations are examples of what we would consider a critical incident, a student may -- run or attempt to run away from the facility; commit an act of violence towards herself or others; or engage in an inappropriate emotional or sexual relationship with another student. The safety of all the students is our first priority at Solstice East. We provide high staff-to-student ratios and highly vigilant supervision to decrease the likelihood of any incident of a critical nature. Although we work hard to maintain a safe environment, there is a possibility that these behaviors could occur. If one of these behaviors were to occur, our staff are trained to immediately implement Solstice East policy and procedure to provide for the safest response for all residents at the facility.

In the event that a student were to run or attempt to run from the facility, the staff is trained how to quickly respond by pursuing, retrieving and returning the resident to the facility. Parents of the student would be informed immediately of this event, and kept informed until after the young woman is safely returned to the facility. Once returned to the facility the resident would be placed on Safety Phase to increase the already vigilant supervision in order to further prevent repeat behavior. In the event that the student was not found quickly, further action would be taken to retrieve her and all resources are utilized (including a thorough search of the area using a pre-determined systematic plan; contacting the authorities to help search, etc.) to find the resident as quickly as possible.

In the event of self-harm, or threats of self-harm, we would immediately place the student on a higher level of supervision called Safety Phase. This would be a temporary change in status designed to keep the student under higher levels of staff supervision to ensure her safety. During this time the therapist would direct interventions to assist the student in processing the dynamics of her behavior in order to work towards therapeutic resolution. Depending on the level of risk, a resident may be on differing levels of supervision, and this may continue for various lengths of time.

Physical violence or threats of physical violence towards others would be treated quite directly and seriously. In order to maintain a safe environment for all students, violence towards others is not tolerated to any degree. Our staff is trained to intervene very quickly when a resident presents even a possible physical threat towards others. These interventions include de-escalation techniques, removing other students from the vicinity, removing the threat from the vicinity, or physically restraining the student who presented the threat. The student would remain separate from her peers until the behavior was thoroughly processed, and the risk for violence was gone. In the event that a student was to commit an act of violence towards a peer or staff, this would be considered assault and can be pursued with legal action. In the State of North Carolina, the victim of the assault determines if charges will be pursued, not the program or other people. In these situations, the treatment team would assess the student to determine if she was safe enough to remain in the program—if the risk of repeat behavior is too great, she may be asked to leave. Fortunately, we have had zero incidents of violence towards others at Solstice East since our opening and we plan to do all that is within our power to keep it that way. Again, we attribute this to our careful admissions process and adherence to admissions criteria (not admitting residents who present a risk of violence) as well as the therapeutic process and vigilant staff supervision.

Chapter 6 - Other Housekeeping Matters

Transportation Policy

Home visits are an essential part of the clinical programming at Solstice East (SE). Due to the number of students in our program, and frequency of these visits, transportation to and from the airport is required multiple times per week every week of the year. Because of this, we have defined the following policy, which outlines the transportation process associated with home visits.

Airport Locations

Our campus is located approximately 30 minutes north of the Asheville Regional Airport (airport code: AVL). Transportation to and from the airport is provided by our staff in company vehicles on the travel days and times outlined in the chart below.

Airport Travel Schedule and Fee Chart

When making flight arrangements we ask that you book flights for arrivals and departures at the Asheville Regional Airport (AVL) using the following guidelines:

Travel Days	Included Times	Extended Times (Additional \$100 fee each way)
Thursday	9 AM – 6 PM	6 PM – 8 PM (\$100)
Friday	9 AM – 6 PM	6 PM – 8 PM (\$100)
Sunday	9 AM – 6 PM	6 PM – 8 PM (\$100)
Monday	9 AM – 6 PM	6 PM – 8 PM (\$100)

Please note that travel scheduled outside of our travel days and times presents a hardship on the schedule and supervision of our students. In cases that travel is scheduled outside of this schedule, the student's parent(s) will be responsible for providing transportation to and from the airport.

When we provide airport transportation, we pay staff to come in and take your daughter to and from the airport, and provide them an extra stipend to cover expenses of travel, parking etc. This is important for you to know in the case of a simple event such as your daughter missing her return flight to Solstice East. When a student is returning to Solstice East from a home visit, and they happen to miss their plane, it often means that extra expenses are incurred in making changes in arrangements with the staff transporting the client. For this reason, when a client does miss her plane on a return flight to Solstice East, there will be a transportation fee charged to your expense account to cover the cost of these extra charges. The current transportation charge is \$100.00.

Transportation Guidelines for Parents and Students

Parents' Responsibilities

In order to assure the safe and timely transport of our students, all parents must coordinate travel plans with their therapist in a timely manner.

1. Leave of Absence requests must be submitted to therapists at least five (5) business days prior to date of travel.
2. For travel planned on days other than those specified, or after hours, parents must still notify their therapists five (5) business days prior to date of travel, and must also arrange transportation to the airport for their child with an external transportation company of their choosing.
3. All travel details should be provided, including: airline, flight number, dates and times of arrival or departure and record number. NOTE: *Airlines may charge an additional fee for unaccompanied*

minors. Those fees should be paid when tickets are purchased.

4. When a student is leaving for a home visit, our Transportation Coordinator will call the parents to confirm once the student is on the plane and the plane has taken off.

5. When a student is traveling back to campus, parents should contact our Transportation Coordinator at 828-620-2632 to confirm once the student has boarded the plane.

6. When a student is returning from a home visit, and she misses her plane on a return flight to AAG/SE, there will be a missed flight charge of \$100.00 applied to your account to cover staffing and transportation costs.

Students' Responsibilities

1. Students will be provided with \$10 travel money for direct flights and \$20 travel money for layovers. This amount will be billed to the parent.

2. When returning to the Asheville Regional Airport and departing from the plane, if there is no staff waiting at the gate, students are to wait at the Customer Service desk until staff arrives for pick up.

3. When boarding a plane, students are *not* to leave the boarding area once they have been cleared through the flight screening checkpoint, unless they miss the flight.

Mail Policy

We encourage you and others who are close to your daughter to regularly send mail in support of your daughter. However, in order to ensure that incoming and outgoing mail is to and from appropriate people with acceptable content, we enforce the following policy. Upon admission we ask you to fill out an approved mailing list. Your daughter can then exchange mail between the people on this list freely. This means that when mail comes in from these people, it is given directly to your daughter. She can also send mail directly to these people at their home address. This right is usually reserved for close family members and family friends that are known to be a positive support to your daughter. You can add names to this list as you see fit throughout the course of your daughter's stay by sharing their names and contact information with your therapist. In the event that mail comes in for your daughter from someone not on the approved mail list, this mail will be given to your therapist who will decide to either discuss it with you, or send the mail to you for approval. Since we cannot legally open the mail without your permission, we do not do so. In the event that it is determined that any item of mail should be reviewed, we have the option of sending it back to you for review, or you can give permission to your therapist to review it. If you review mail and have concerns about its content we strongly recommend that you share any concerns with your therapist before sharing it with your daughter or even telling her that it has been received.

In some cases concerning mail from your daughters' friends, you or your therapist may have some concerns about the potential for inappropriate content. In these cases it may be decided with your daughter's consent that the mail be opened by her during a therapy session with the therapist and content be shared and discussed. In the event that there is any level of concern about the content of mail your daughter is sending out to friends, it may be determined that this mail go to you first, and you screen it before sending it on to the friend. These decisions will be discussed with you, the therapist and your daughter as they arise on a case-by-case basis.

Phone Call Policy

Your daughter will begin making phone calls to you on a weekly basis within the first couple of weeks following admission. Phone calls begin after the therapist gives approval that your daughter and you are ready. This is generally determined during the process of the first family

therapy session which usually also occurs within the first week or two. The primary factor in this decision is the emotional state of your daughter and her readiness to have a productive call with you. Often girls can be quite angry about her admission to the program, and if they have not processed through this well enough, the first phone call can be negative and hurtful. Quite often, both you and your daughter have experienced enough pain and relationship strain within the several months prior to her admission, and we don't want to create any more undue damage to the relationship.

Once your daughter is given permission to make her calls, she will call on Saturday or Sunday during phone call time in the late afternoon or evening. The length of time of these calls ranges from 15 minutes on the initial phases, and up to an hour at higher phases. The procedure of these calls includes the following:

- Staff will initiate the call by dialing your phone number and asking for you by name.
- Once you are on the line, they will identify who they are and then turn the phone over to your daughter.
- During the phone call, the staff will stay within earshot of your daughter. There may be several girls on the phone with their parents at any given time, so the staff is not listening specifically to the conversation unless your daughter's behavior on the call suggests that they should.
- In the event that our staff feel they should listen more closely to any given phone call (due to crying, expression of anger, raising of voice, etc.) they will pay more attention to what is going happening on this end of the line. The reason they are trained to do this, is that it is not uncommon for our students to utilize Sunday phone calls to attempt to manipulate their parents, which can lead to them becoming rude or verbally abusive. This type of information is important to pass on to the therapist, and it can become important for the staff to intervene. That is, if your daughter does begin to raise her voice and become disrespectful or verbally abusive towards you, the staff will ask them to stop. If they continue, the staff may ask them again and tell them that if they don't stop the staff will disconnect the call.
- If the staff does see fit to disconnect the call, after doing so, and managing the residents reaction, they will call you back to inform you of what occurred and why. This event will then become a topic in your daughters' therapy for that week.
- We would also encourage you—if you feel like your daughter is being disrespectful or inappropriate in her communication with you—to end the call yourself. Do not be afraid to inform her that you feel disrespected by her, and that if she continues to talk to you inappropriately, that you will hang up the phone. If you say this, just make sure to follow through with the boundaries you set.

As your daughter progresses in the phase system, she will reach a phase in which she will earn the privilege to call other people on her phone call list. The phone call list is filled out by you upon admission, and should include other close family members. In the event that there are appropriate friends you would like to consider adding to the list, this should be discussed with your therapist. Be aware that when your daughter earns this privilege, she does not automatically get double the phone call time. This means that some of her phone call time with you may be divided to share with others she wishes to call. This may lead to important therapeutic discussions as she determines what do to with her phone call time.

Personal Expenses

Upon admission you will be asked to provide a \$250 pre-paid debit card. This card will be

used for a variety of items including workout gear, equine gear, clothing and personal items, travel money, co-pays for prescriptions or medical appointments, school supplies, stamps, use of privileges at higher phases (going out to breakfast, shopping) etc. A list of some of the items that will be purchased upon your daughter's arrival using this account can be found below. Any desired or needed items that are not on this list will be discussed with you for your approval before purchase. Please note, while staff can take the girls shopping for needs, we restrict this to "needs" as defined by Solstice East. This would include necessary school supplies, or clothing items. It does not include make-up, or other desired items that are not necessary. These items should be provided by you either at admission or during your visits to Solstice East. Your daughter may fill out a shopping approval form to request certain items. These items need to be approved by her team manager before she is taken shopping. She is informed of what items are approved and what are not.

Most pre-paid debit card accounts allow you to track all purchases or expenses charged to the card online. You will be able to see what purchases are made as well as know if and when the card may need to have funds added. The Solstice East business office will keep receipts of all purchases and can provide copies of those to you if desired. The following list includes necessary purchases for each girl: swimming goggles and cap, equine boots, hat, jeans, seasonal equine clothing, and running shoes.

The following are examples of items provided by Solstice East upon admission. These are provided at no extra charge to you, and are considered part of the enrollment fee. However, if your daughter loses or destroys these items, and they need to be replaced, they will be charged to your debit card. Keep in mind, this is a partial list and other items may be included as well: water bottle, DBT skills workbook, and school supplies.

Of course, if you have some of these items at home and wish to send them rather than have us provide them, please let us know and feel free to send them along. These are items that all the girls will need and use on a regular basis.

Confidentiality

In order to provide an emotionally safe environment where you and your daughter can feel comfortable to work on deeply personal issues we assure that your personal information is kept confidential. When we ask staff and clients to maintain confidentiality, we are asking that no personal or identifying information about clients is shared with anyone outside of Solstice East. Although you will become personally acquainted with many—if not all—of the other families enrolled in Solstice East (we encourage such openness), we ask that all information about one another be kept strictly confidential within our program. This assists in providing a sense of security and privacy that is important throughout the process of therapy.

As staff members at Solstice East we are very strict about confidentiality. We do not share any information about you or your daughter with anyone outside of Solstice East. In the event that you want us to share information or records with other schools or providers, we require a written, signed release of information before doing so. This simply gives us written permission to share specific written records or verbal information with specific people or programs.

Personal Belongings

Upon admission to Solstice East all of your daughter's belongings are added to an inventory list. As additional items are brought, or mailed to her, these items are added to the inventory list. The purpose of this list is to identify and keep track of what items belong to each student in order to minimize problems with loss or confusion. It also helps us track items when girls leave the facility to return home—ensuring that they have all of their belongings, and only their own belongings.

Please be aware of a couple issues that will help ensure security and assist in storage of

items. We ask that expensive items not be sent with your daughter. Expensive jewelry, musical instruments, clothing, mp3 players, etc. are asked to be left home. There is a risk of loss, theft or damage to all items girls bring in, and we want to minimize this risk for you and your daughter.

In addition, the girls have limited storage space in which to keep extra items. We ask that you stick to the items indicated on the initial clothing and inventory list which you received prior to admission, and perhaps other items that may be approved by your therapist. Be aware that when your daughter brings back additional clothing or other items from visits—or if you send additional items to her—this can create storage capacity issues. The result is that for each new item brought in, an old item will have to be sent home in order to prevent overflow in storage areas and avoid sloppy looking bedrooms that are difficult to maintain.

Conclusion

Whew! That was a lot of information—but you made it to the end, and we hope you now have a good understanding of some of the most important basics to get you started in this process. There are many other things that you will learn along the way. This document is simply meant to provide a basic understanding of our people, philosophy and programs. We hope that you have found this information to be useful. Please don't hesitate to contact your therapist and ask additional questions about the topics herein, or any other topic that comes to mind. Your therapist will be the primary contact person for your questions or concerns once your daughter is at Solstice East.

We are very excited to have the privilege of working with you and your daughter, and truly appreciate the trust you have placed in us. We believe that the growth experienced in this process will be very rewarding to all who are involved.

Sincerely,
The Solstice East Team



Student Handbook

Welcome

Welcome to Solstice East! We understand that you may be having many mixed emotions as you begin your stay with us. There is certainly a lot going on in your life right now. There is much ahead of you that you are probably feeling pretty unsure about. We have provided you with this handbook to help make this transition into the Solstice East program as smooth and painless as possible. This handbook will help you understand some of the basics about the program. This handbook is yours to keep, so feel free to write notes in it and refer back to it as often as you need. We only ask that you take care of it and become familiar with the information in it as you will be expected to learn this information.

Please feel free to ask questions about this material. You have been assigned a “Big Sister” to assist you and answer questions for you. She can help you understand these rules and expectations as well as what to expect over the next week or two.

We are happy to have you here with us and are excited to get to know you better as we work with you in beginning your adventure and achieving your goals. The first thing you will find in this handbook is an essay entitled “The Hero’s Journey: Life’s Great Adventure.” You will notice that this is an assignment you will be required to complete while you are on Separation Phase. Reading it now will also be helpful as it lays out the ideas behind our entire phase system, and outlines the metaphor that will be used throughout treatment to guide your personal journey.

The Hero's Journey: Life's Great Adventure

By Reg Harris

(This article was adapted from *The Hero's Journey: A Guide to Literature and Life*. It is for your information only. Note: the author uses the term "Hero" to refer to both male and female. The traditional feminine form, "Heroine," is just a diminutive form of "Hero" which we feel is demeaning and inappropriate.)

(revised May 18, 2007)

The Pattern of Human Experience

Most of us were introduced to the Heroic Journey through mythology. Mythological heroes take great journeys: to slay Medusa, to kill the Minotaur, to find the Golden Fleece. But The Hero's Journey isn't just a pattern from myth. It's the pattern of life, growth and experience — for all of us. We see it reflected everywhere, from a television comedy show to the great works of literature to the experiences in our own lives.

A Mirror of the Rite of Passage

The Hero's Journey duplicates the stages of the Rite of Passage. First the initiate faces separation from his own, familiar world. Once separated, he undergoes initiation and transformation, where the old ways of thinking and acting are altered or destroyed, opening the way to a new level of awareness, skill and freedom. After successfully meeting the challenges of the initiation, the initiate takes the journey's final step, the return to the world. When he does, he will find that he is more confident, perceptive, and capable. He will bring back gifts for his people, such as insight, leadership, understanding and expertise. He will also discover that his community now treats him as an adult, with all of the respect, rights and privileges which that status implies.

A Map to Experience

Why study The Hero's Journey? Why learn a pattern that dates from before recorded history? The answer is simple: we should study it because it's the pattern of human experience, of our experience. We live it now, and we will live it for the rest of our lives.

In a sense, every challenge or change we face in life is a journey. Every love found, every love lost, every birth and every death carries the potential of transformation to a new level of understanding. Every move to a new school, job, or city opens the chance to stop being what we were and to start being what we can become. Every situation which confronts us with something new or which forces us to re-evaluate our thinking, behavior or perspective presents us with possibilities for insight and growth.

The journey is a process of self-discovery and self-integration, of maintaining balance and harmony in our lives. As with any process of growth and change, a journey can be confusing and painful, but it brings opportunities to develop confidence, perspective and a new way of

being in our world.

Understanding the Journey pattern can help us understand the literature we read, the movies we see, and the experiences which shape our life. By recognizing the Journey's stages and how they function, we will develop a sense of the flow of our own experience and be better able to make decisions and solve problems. More importantly, we will begin to recognize our own points of passage and respect the significance they have for us.

Eight-step transformation

We usually divide the journey into eight steps, but you must remember that the journey is a single process and an individual adventure towards growth and transformation. As such, the sequence of elements and the duration of the experiences will vary from one person to another or from one journey to the next. The basic journey pattern follows eight steps:

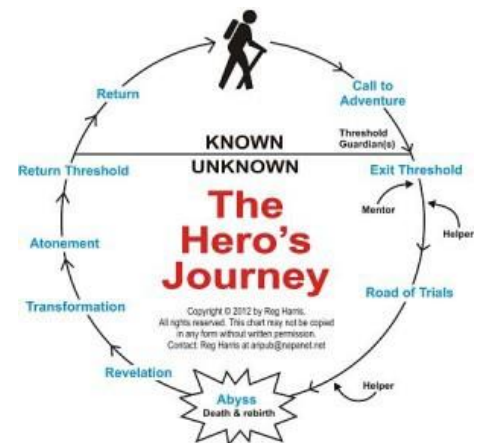
1. The Call
2. The Threshold (with guardians, helpers, and mentor)

Initiation and Transformation

3. The Challenges
4. The Abyss
5. The Revelation
6. The Transformation
7. The Atonement

The Return (to the known world)

8. The Return (with a Gift) to assume a new role in life
9. ENRICH



Remember that the journey is a process of separation, transformation, and return. The stages tend to be cumulative: each must be completed successfully if we are to become heroic. To turn back is to reject our innate need to grow. Unless we set out again, we may lock ourselves in a defensive shell that protects us from the pain of rejecting our potentials, but also imprisons us from authentic engagement and contact with the world.

The Separation

The Call

The Call invites us into the adventure, offers us the opportunity to face the unknown and gain something of physical or spiritual value. We may choose willingly to undertake the quest, or we may be dragged into it unwillingly.

The Call may come boldly as a "transformative crisis," a sudden, often traumatic change in our lives. Or it can sneak up on us gradually, with our first perception of it being a vague sense of discontent, imbalance or incongruity in our lives. Within this range the Call can take many forms.

On a mythical level, the Call may come when:

- we have had something taken from us, our family, or our society; our quest is to reclaim it,
- we want to save or restore honor: our own, our families, or our country's.
- we realize that something is not permitted to members of our society, and we must win these rights for our people.

On a psychological level, the Call might be:

- we sense that there is something lacking in our life, and we must find what is missing,
- an awareness of a shift in our spiritual or emotional "center of gravity;" our the world in which we live no longer provides the stimulation or possibilities we need to grow,
- a realization that the story we are living no longer matches the story that we are; our world has become constricting rather than expanding.

The Threshold

Once called to the adventure, we must pass over the Threshold. The Threshold is the "jumping off point" for the adventure. It is the interface between the known and the unknown. In the known world, we feel secure because we know the landscape and the rules. Once past the threshold, however, we enter the unknown, and because it is unknown, it is a world filled with challenges and dangers.

Often at the threshold, we encounter people, beings, or situations which block our passage. These "threshold guardians" have two functions. They protect us by keeping us from taking journeys for which we are unready or unprepared. However, once we are ready to meet the challenge, the guardians step aside and point the way, often becoming a helper or mentor in our quest. More importantly, to pass the guardian is to make a commitment, to say: "I'm ready. I can do this."

Early in our lives, our parents function as our threshold guardians. They try to keep us from doing things which would cause us harm. As we get older, our parents' job becomes more difficult. They must both protect and push, measuring our capabilities against the challenges we must face.

As adults, our threshold guardians are much more insidious. They are our fears, our doubts, our ineffective patterns of thought and behavior. In fact, they may be the "dragon in disguise," our greatest fear in masquerade, becoming the catalyst for the journey, taunting and threatening,

daring us to face him in the abyss.

Also at the threshold (and very often later in the journey), we will encounter a helper (or helpers). Helpers provide assistance or direction. Often they bring us a divine gift, such as a talisman, which will help our through the ordeal ahead.

The most important of these helpers is the mentor or guide. The mentor keeps us focused on our goal and gives us stability, a psychological foundation for when the danger is greatest.

Helpers and guides may appear throughout the journey. Fortunately, they tend to appear at the most opportune or coincidental moments. The Swiss psychologist Carl Jung called these "meaningful coincidences" synchronicity. If we look closely at a synchronistic event, we may find a possibility we had not considered or a path we had not seen.

We need to understand, too, that the journey is ours. Our mentor and helpers can assist and point the way, but they cannot take the journey for us. The challenge is ours, must be ours if we are to benefit from it and grow. If we allow our companions to help us too much, the growth value of the challenge is lost.

The Initiation

The Challenges

Once past the Threshold, we begin the journey into the unknown. The voyage can be outward into a physical unknown or inward to a psychological unknown. Whichever direction the voyage takes, our adventure puts us more and more at risk, emotionally and physically.

On our quest, we face a series of challenges or temptations. The early challenges are usually relatively easy. By meeting them successfully, we build maturity, skill and confidence. As our journey progresses, the challenges often become more and more difficult, testing us to the utmost, burning away old, ineffective understandings and beliefs to make way for the new self.

One of our greatest tests on the journey is to differentiate real helpers from "tempters." Tempters try to pull us away from our path. They use fear, doubt or distraction. They may pretend to be a friend or counselor in an effort to divert our energy to their own needs, uses or beliefs. Their temptations may take the form of rationalizations and excuses or the form of escapes, such as drugs or alcohol. It is when we face these temptations that we must rely on our sense of purpose and judgment and the advice of our mentor to help keep us on our quest.

Whatever the challenges we face, they always seem to strike our greatest weakness: our poorest skill, our shakiest knowledge, our most vulnerable emotions. Furthermore, the challenges always reflect needs and fears, for it is only by directly facing these weaknesses that we can acknowledge and incorporate them, turn them from demons to gods. If we can't do this, the adventure ends and we must turn back.

Into the Abyss

When we reach the Abyss, we face the greatest challenge of the journey. The challenge is so great at this point that we must surrender ourselves completely to the adventure and become one with it. In the Abyss we usually face our greatest fear, and we must face it alone. Here is where he must "slay the dragon," which often takes the shape of confrontation we dread, a great fear we have repressed or deep need we must resolve.

There is always the possibility that, because we are unprepared or have a flaw in our character, the challenge beats us. Or perhaps we may not be able to surrender ourselves to it and must retreat. In any case, unless we set off to try again, our life becomes a bitter shadow of what it could have been.

Transformation and Revelation

As we conquer the Abyss and overcome our fears, our transformation becomes complete. The final step in the process is a moment of death and rebirth: a part of us dies so that a new part can be born. Fear must die to make way for courage. Ignorance must die for the birth of enlightenment. Dependency and irresponsibility must die so that independence and power can grow.

Part of the Transformation process is a Revelation, a sudden, dramatic change in the way we think or view life. This change in thinking is crucial because it makes us truly a different person. (The Revelation usually occurs during or after the Abyss, but sometimes it may actually lead us into the Abyss.)

The Atonement

After we have been transformed, we go on to achieve Atonement, that is we are "at-one" with our new self. We have incorporated the changes we made in the Journey and we are fully "reborn." In a spiritual sense, the Transformation has brought us into harmony with life and the world. The imbalance which sent us on the journey has been corrected--until the next call.

The Return

After Transformation and Atonement, we face the final stage of our journey: our Return to everyday life. Upon our return, we discover our gift, which is the result of our new level of skill and awareness. We may become richer or stronger, we may become a great leader, or we may become enlightened spiritually.

The essence of the return is to begin contributing to our society. In mythology, some heroes return to save or renew their community in some way. Other mythological heroes return to create a city, nation, or religion.

Sometimes, however, things don't go smoothly. For example, we may return with a great spiritual message, but find that our message is rejected. We are ostracized or even killed for our ideals. We also run the risk of losing our new understanding, having it corrupted by allowing ourselves to slide back in the same situation or environment we left.

In some cases, the hero discovers that her new level of awareness and understanding is far greater than the people around her can grasp or accept. She may then become disillusioned or frustrated and leave society to be on her own. On the other hand, many great heroes such as Buddha and Jesus have sacrificed the bliss of enlightenment or heaven to remain in the world and teach others.

Enrich

Enrich is not so much a phase in our journey, as it is time for us to show appreciation-- "an attitude of gratitude." Having discovered our "gift," we are now richer and stronger from our experience. There are many who lent a helping hand or provided direction while on our arduous journey. We are better for having crossed paths—*Enriched!* Having been "Enriched," we seek to give thanks to these guides/mentors who gave so much.

The Journey is a Map

While the story of the Journey first manifested itself in the ancient myths and legends, it is still around us today. It is the basis for almost all of the books and plays we read. We see it in television programs of all levels, from great drama to "The Simpson's" and anime cartoons. Even the movies we enjoy -- *Forrest Gump*, *Finding Nemo*, *Spiderman*, *Field of Dreams*, *The Matrix*, and *The Lion King* -- are fictional depictions of the Hero's Journey.

The Journey gives you a path toward understanding and benefiting from these fictional adventures. Even if the characters aren't real, the journeys they take and challenges they face are reflections of the real journeys and challenges we all face in life. As you watch them move through their quests, you can learn from their experiences.

Perhaps most importantly, though, the Journey is the pattern that we follow in our own lives as we face challenges and move from child to teenager, from teenager to adult, from adult to old age, and from old age into death.

The adventures we face will be challenging and exciting. They can open the doors to knowledge and understanding. If we understand the Journey pattern, we will be better able to face difficulties and use our experiences to become stronger and more capable. Understanding the pattern can help us achieve wisdom, growth, and independence, and taking our Journeys helps us become the people we want to be.

Phase Program

The Solstice East Phase Program is based on the six steps of the “Hero’s Journey” you have just read about. The phases you will go through during your treatment at Solstice East mirror the phases of the “Hero’s Journey” and you will experience much of what any hero has experienced as they overcame the challenges they faced in becoming the person they were destined to become. However, before you start your “Hero’s Journey” you will begin on the ORIENTATION PHASE, which gives you an opportunity to become oriented to this program.

***REMEMBER THAT ALL PRIVILEGES ARE JUST THAT ...PRIVILEGES, AND ARE SUBJECT TO STAFF DISCRETION. PRIVILEGES ARE **NOT** RIGHTS.**

Orientation phase expectations and privileges are outlined below: **Orientation**

Phase

Expectations:

- Basic cooperation in all areas of the program (health, safety and basic rules).
- Read Resident Handbook and pass handbook test.
- Understand and sign Safety Contract.
- Have New Resident Orientation Checklist completed.

Privileges:

- On campus travel within arm’s length of staff.
- May have one family picture in their personal space.

Restrictions:

- Must stay within arm’s length of staff at all times and may not enter the kitchen.
- No make-up
- No jewelry
- No Ipod or CD’s
- May not have unsupervised conversations with girls on initiation or lower
- No Social Call

Once you complete orientation phase, you will begin the:

Six Phases of the Hero’s Journey

These steps, or phases, are as follows:

Separation

Expectations

- Complete all phase assignments before eligible for next phase.

- Basic cooperation in all areas of the program (health, safety and basic rules).

Privileges

- May participate in most on campus activities.
- May send/receive mail from parents/guardian only.
- Can play board games.
- May not have unsupervised conversations with other girls on Separation or Threshold.
- Can go into Kitchen with staff supervision.
- May have a community role.
- Can have **therapeutic** books approved by therapist.
- Can have multiple photos of family in their personal space.

Restrictions

- Must be within 10 feet and in line of sight of staff at all times.
- No jewelry.
- No make-up.
- May not have unsupervised conversations with other girls on Separation or Threshold.
- Can **NOT** go off campus for ANY reason or activity without primary therapist's written approval.
- No social call

Threshold

Expectations

- Showing more openness to being in program.
- Cooperation with basic rules regarding health and safety
- Beginning to demonstrate responsibility with her community role.
- Beginning to display respect for the group and others.

Privileges

- Can watch approved movies.
- May participate in special overnight trips if approved by therapist.
- May participate in off campus day activities.
- May move about the residence building with staff permission, but cannot "hang-out" in bedroom.
- Can have one 20-minute phone call with parents per week, during designated time.
- May attend church with permission from parents and therapist.
- Can wear jewelry.
- Can use make-up.

- Can have personal books approved by therapist.
- Can have musical instruments.

Restrictions

- May not have unsupervised conversations with other girls on Separation or Threshold.

Initiation

Expectations

- Proactively seeks feedback from peers and is open to feedback from others most of the time.
- Occasionally slips into old behaviors, but can redirect when confronted.
- Manages emotions appropriately most of the time.
- Beginning to accept responsibility for her past, present and future actions.
- Is demonstrating trust for the group, staff, the program process, and care for others most of the time.
- Does community roles and service with little prompting.
- Beginning to recognize her ability to impact others in negative and positive ways.
- Aspires to be a positive role model.

Privileges

- Can use radio headphones. To be used only during designated free time (as listed on the written schedule), and during workouts if approved by staff.
- May have photos of healthy friends in their personal space.
- May play video games during designated free time.
- May have unsupervised conversation with girls on all phases.
- One 25 minute phone call with parents during designated time.
- May use personal camera for off-campus events.
- May use Solstice East photo editing software.

Restrictions

- May not “hang out” in room alone.

Transformation

Expectations

- Follows daily program norms with very little prompting.
- Prompts peers towards pro-social behavior.
- Enjoys helping others and believes she is making a difference.
- Accepts complete responsibility for her placement in treatment and does not blame

- her problems on others.
- Strong role model for peers.
- Working diligently on family issues and all therapy in general.
- Has begun to internalize changes and is self-governing.
- Demonstrates a strong commitment to the well-being of her team and its culture.

Privileges

- May move about campus unsupervised with staff permission during daylight hours and during approved hours (must still travel with team to school, meals, and workouts).
- May go on a walk on-campus or be alone outside for 30 min. at a time with staff permission.
- Eligible for Team Leader and Job Coordinator positions.
- May have an ipod that can be used during free-time and/or workout, must be stored in personal box when not in use. (no ipods with internet capability). Songs will be checked by a staff member and must be removed if considered inappropriate (e.g. drug and sex references.) Will be confiscated if they are found to have inappropriate music.
- May have a Gameboy. To be used only during free time (as listed on the written schedule).
- May appropriately personalize her personal space.
- Eligible for one 30-minute phone call during designated time. This time may be used to call two different people (parents and other approved family members). No friends are to be called without therapist written approval.
- May attend Transformation breakfast with your team.
- May watch TV during free time with staff permission.
- Wednesday study hall is optional.
- May “hang out” in bedroom alone.

Atonement

Expectations

- High levels of trust from peers and staff.
- Displays good judgment in most decisions.
- Positive role model in nearly every way.
- Motivated by internal goals and desires as opposed to external.
- Has outlined future goals.
- Family issues have been thoroughly addressed and strong effort is being made towards family reconciliation.
- Demonstrates balanced, responsible lifestyle choices.

Privileges

- May have personal magazines with therapist approval, but must be kept in personal box.
- May go on unsupervised trust walks or bike rides in the area for up to 1 hour at a

- time, but no more than 2 hours total per week.
- Has 60 minutes of phone call time per week, with 30 min to family and 30 min to anyone on approved phone call list. This phone call time may be divided and used on any day of the week (schedule permitting and at staff convenience). Residents with divorced parents get 90 min. of phone call time. 60 minutes for parents (30 min. each parent) and 30 min. for others on call list.
 - Can have unlimited iPod songs. Songs do not need to be approved by staff, but should be considered appropriate. Staff may randomly check the music to ensure music is appropriate and confiscate iPod if it is not appropriate. iPod can be kept in students possession. Must not be sharing these songs with girls on lower phases.
 - May attend Atonement outing twice per month. \$20 limit per girl per activity. Atonement activities will be held the 1st and 3rd week of the month. Atonement activity is facility wide, not per team.
 - May have **supervised** Internet use during approved free time, as outlined in daily schedule. May use Facebook and other social networking with therapist approval.
 - Group attendance is based on residents' choice and with her therapist's approval in writing. ***Must attend Community meetings.
 - Wednesday and Sunday study hall is optional.
 - Resident can replace 2 scheduled workouts per week, with 2 of her own workouts. Workouts must be approved by Fitness Director.

Return

****A student must be on Return Phase for a sufficient amount of time to show that she has internalized the changes and can give back to her Solstice East community as well as implement the changes she has made to influence her family/community at home prior to graduating. This is typically about six (6) weeks.***

Expectations

- Actively implementing aftercare plan.
- Has proven to be trustworthy with all privileges at home and at Solstice East.
- Responds to all difficult situations in healthy, age appropriate ways.
- Accepts life changes and copes appropriately.
- Negotiates with others without "conning" or manipulating.
- Succeeding in school, family and personal life.
- Strong commitment and plan for sobriety.

Privileges

- Has unsupervised walking, biking, shopping or other trips in the local area, up to 3 hours long per day, but no more than 6 hours total per week.
- Unlimited phone call time with people on approved phone call list (schedule

- permitting and at staff convenience).
- May choose which groups she will attend. Does not need therapist approval, but must be arranged ahead of time with the group facilitator.
 - May have unsupervised Internet use during approved free time, as outlined in the daily schedule, but may be checked in on by staff at anytime.
 - May attend groups on other teams as desired, with facilitator approval.
 - Resident can replace 3 scheduled workouts per week, with 4 of her own workouts.
- Workouts must be approved by Fitness Director.**

Codes of Conduct

As in any setting you may be in, we also have guidelines that define what is expected of all those involved in the Solstice East program. These codes are defined in this section. Please read these carefully so that you understand them. If you have any questions, please ask your “big sister” or a staff member, so that you have a clear understanding of what is expected of you. Please be aware that these codes are designed to keep our environment physically and emotionally safe for all participants. Since each person enrolled in Solstice East has sensitive and difficult issues to deal with, it is critical that we provide a safe environment where these things can be addressed openly and honestly.

Hygiene, Dress & Grooming

The intent of the dress code is for it to be flexible enough for individuals to have the freedom to express their own styles in a way that is not triggering or offensive to others, while respecting the boundaries of others, and maintaining a non-objectifying environment. We want to keep it classy around here! In addition, emotional health and personal hygiene, dress and grooming are often interrelated. One’s emotional state can often be affected by poor hygiene and sloppy appearance. Therefore, the following dress and grooming code has been established to contribute to a positive, therapeutic environment designed to help all students achieve their highest potential. Our

1. Dress Code

- a. Please label all clothing with residents’ initials written on each possible item of clothing.
- b. Clothing should be clean.
- c. Clothing should be free from writing and drawing.
- d. Please do not wear clothing with negative images or themes.
- e. Clothing should not be excessively tight.
- f. Please ensure that shirts are long enough to cover midriff.
- g. Shorts should hit about mid thigh.
- h. Please wear appropriate underwear and bras under clothing, and make sure it is activity appropriate.
- i. Modest pajamas should be worn for bed.
- j. Please ensure that you are fully dressed when outside of the bathroom.

- k. Please avoid leaving their room in their sleep attire.
- l. Please do not walk around barefoot.
- m. Two rings per hand
- n. Two earrings per ear.
- o. Gauges are not permitted.
- p. Please do not share your jewelry or makeup.
- q. You will be asked to remove all facial and body piercings while at Solstice East.
- r. Please do not bring or wear "punk-like jewelry (spiked, studded or chain chokers, or wristbands).
- s. Shoes should not be steel-toed, platform, combat, or army-type boots.
- t. Clothing should be in good condition without excessive holes or fraying.
- u. Two bracelets per wrist.
- v. Staff will determine if other types of clothing appear inappropriate.
- w. Swimming suits must be full-piece and/or two pieces that completely cover midriff.
- x. Coats/jackets and appropriate winter clothing will be needed to participate in off campus activities during winter months.
- y. Dress code applies on and off campus.

Expectations for dress code will include the following:

- A. Workout clothes and lounge clothes/pajamas should not be worn during school/group hours (after breakfast until dinner).
- B. Clothing that appears sloppy, dirty, or that doesn't fit correctly may be sent home.
- C. Appropriate workout attire should be worn for safety and comfort during workouts.
- D. Following dinner, until bedtime, you may wear sweat pants and slippers that are within dress code expectations.
- E. You may wear tight leggings (non transparent) as long as they have other attire (i.e., shorts, skirt, etc.) that covers and is fingertip length.
- F. Skirts/dresses can be worn and should not be shorter than 3 fingers above knee.
- G. Sleepwear should be change out of before leaving your room in the morning.
- H. Socks should be worn with closed toed shoes. Flip flops or sandals can be worn without socks.

2. Dress for Equine Activities

- a. During winter months, waterproof and insulated boots must be worn.
- b. Approved closed toed shoes should be worn at all times when doing activities around the horses.
- c. Appropriate jeans must be worn for riding. No low cut or tight jeans.
- d. No low cut or spaghetti strap tops.
- e. Helmets will be worn at all times while riding.

3. Hygiene Code

- a. Shower daily after each workout.
- b. Brush teeth each morning and before bed.
- c. Practice good personal hygiene habits.
- d. Wash hands before meals and food preparation.
- e. Launder towels, sheets and linens weekly. Have at least two clean towels for personal use at all times.
- f. All dirty/used clothing must be washed weekly.
- g. Bathrooms/bedrooms will be cleaned daily and deep cleaned weekly.
- h. No writing or coloring on skin.

4. Grooming Standards

- a. No extreme hairstyles permitted (Mohawks, shaved etc.).
- b. Hair can be cut no shorter than 1 inch.
- c. Hair color must be natural colors. (no pink, blue, etc.)
- d. Make-up may not be used in excessive amounts or extreme styles.
- e. No sharing make-up.
- f. Only electric razors are used for shaving. No blade razors permitted.
- g. No aerosol cans allowed.

Expectations for hygiene and grooming:

- A. Before leaving their room in the morning we would ask that you brush your teeth, wash your hands and face with soap and warm water, and brush or comb your hair.
- B. Teeth should also be brushed and flossed before bed at night.
- C. Please shower daily after workouts.
- D. Hair should remain clean and groomed.
- E. No new tattoos are permitted during your stay at Solstice-we discourage any permanent physical alterations during your time in treatment.

Procedure for monitoring dress/hygiene standards:

- A. The resident with the community role of Cover Girl on each team is primarily responsible for ensuring that the girls on her team are cooperating each day with the dress/hygiene/grooming standards. In addition, we encourage you to remind your peers of these standards when you notice your peers struggling with these healthy self-care standards.
- B. Each team's Job Coordinator has responsibility to ensure that Cover Girl is completing her responsibility effectively. The team's Team Leader is responsible for ensuring that Job Coordinator is completing her role effectively.
- C. Staff members may somebody struggling to maintain these standards or choosing

not to cooperate with them. The staff members role will be to address the problem with the Team Leader, and allow those team members whose role it is to address the problem.

Please keep in mind that your choice to cooperate and do your best with these standards will affect other areas of your life such as mood, confidence, relationships with your peers and staff members, timeliness for school and groups, privileges that you are entrusted with, and ultimately your ability to heal and progress through the program.

5. Hygiene Protocol

If hygiene is something that you struggle significantly with and your treatment team finds that it is an area where further structure, skill development or accountability are needed then you may be placed on hygiene protocol. If this is the case, a mentor will spend time with you daily ensuring that you understand the skills needed to meet the hygiene standards and that you have supervised practice with these skills until it is determined that you can be successful in this area with less structure and support.

6. Expectations for laundering clothing and linens:

- A. All dirty (worn that week) clothing should be appropriately laundered each week during laundry time.
- B. All bath towels and hand towels and bed linens, (sheets and pillow case) should also be laundered every week during laundry time.
- C. You are responsible to complete all your own laundry during their laundry time.
- D. If staff suspects that a resident is not doing her laundry according to this schedule, or in some way not doing laundry appropriately, the resident may be expected to follow a laundry supervision protocol for a period of time until she demonstrates effective laundering skills and understanding. (See laundry protocol)

7. Laundry Protocol

As with hygiene protocol, if laundry is something that you struggle significantly with and your treatment team finds that it is an area where further structure, skill development or accountability are needed then you may be placed on laundry protocol. If this is the case, a mentor will spend time with you daily ensuring that you understand the skills needed to meet the laundry expectations and that you have supervised practice with these skills until it is determined that you can be successful in this area with less structure and support.

7. Safety Code

At Solstice East, we are committed to maintaining an environment which is physically and emotionally safe for all participants. The safety code is designed to help maintain a supportive,

safe and open environment where all students may feel comfortable. The following behaviors are in direct violation of the safety code:

- a. Any act of violence towards another person.
- b. Any threat or implied threat of violence—verbal or physical.
- c. Sexual acting out, including sexual behavior with another person (kissing, touching, etc.), sexual/dirty jokes or inappropriate conversations.
- d. Deliberate damage to facility or another person's property.
- e. Theft of another's property.
- f. Possession of contraband, including but not limited to legal drugs, illegal drugs, weapons, tobacco, alcohol, paraphernalia, sharps or other illegal items or unsafe .
- g. Running away, or planning to run.
- h. Cheeking or abusing medications.
- i. Self-harming behaviors.
- j. Breaking another resident's confidentiality.
- k. Bullying

Violation of the safety code will result in being placed on **"Safety Phase"** and will result in the following consequences:

- a. Resident will have a temporary suspension of privileges until all expectations and consequences are met.
- b. Resident will complete a written Safety Phase assignment focused on understanding the impact of her behavior on others, including the larger community.
- c. Resident will complete written apologies to those affected by her safety code violation.
- d. Resident will present an oral report to the community on the principles related to the safety code she violated.
- e. Resident will complete a service project associated with the principles she violated to serve those directly affected by her behavior.
- f. Resident may be restricted to the Lodge until off of Safety Phase. In this case, school and meals will be held at the lodge.
- g. If resident was placed on safety for risk of running away or self-harm, she will not be allowed to participate in equine therapy groups.
- h. No off campus activities such as: service, off campus trips, etc.
- i. Resident must remain within arm's length of staff at all times.
- j. Resident may be required to sleep on her mattress in the hall in staff sight.
- k. If it is the first violation of the safety code, once all expectations are completed, the resident may ask for the phase that she was on before the violation.
- l. If the resident is on Safety again for breaking the same rule twice, she can only ask for one phase below what she was on, at the time of the

- violation.
- m. After three or more violations of the safety code (not necessarily for the same thing), treatment team will determine what phase the resident will be on.
 - n. Safety phase will last from 18-72 hours depending on the resident's behavior while on safety phase. This can be extended by clinical team if clinically indicated for safety reasons.
 - o. Resident will appear before the Resident Council to present her Safety Phase assignments. Resident must tell the Council Chair person that she is ready to present her assignments to the council. The Council Chair person will arrange the meeting. The council will determine if the resident has sufficiently completed her assignments and will provide feedback to her and make recommendations to the treatment team. ***Safety Council will be held on Mon. and Wed. each week (time permitting).

General Conduct Code

General behavior expectations are consistent with what is considered appropriate social behavior, and the belief that every person deserves to be treated with respect and dignity. An emotionally mature and healthy person is able to behave in an appropriate and dignified manner despite difficult circumstances. For this reason, you are expected to follow these guidelines:

- a. Show respect for others by not provoking, bullying, embarrassing or mistreating others.
- b. Do not mislead or invite others into negative behaviors.
- c. Demonstrate the ability to control one's temper.
- d. Do not use profane or vulgar language, or tell vulgar or inappropriate jokes or stories.
- e. Do not enter another person's bedroom without staff permission.
- f. No sharing clothing.
- g. No lying under blankets together.
- h. No holding hands.
- i. No sitting on laps or cuddling.
- j. Giving hugs is only allowed with staff permission.
- k. No lending or borrowing anything without staff permission.

School Conduct Code

School is an essential component of the treatment process at Solstice East, and allows you the opportunity to continue your academic progress. School attendance and participation is required as part of each your treatment program. To ensure that the classroom environment is conducive to learning, you are expected to abide by the school code of conduct as follows:

- a. Same level of respect as in other places.
- b. Keep feet on the floor at all times, not on desks, chairs or any other furniture.
- c. Follow the teacher's instructions.
- d. Pay attention, don't sleep or disrupt class.
- e. No note passing permitted.

Critical Interventions

At Solstice East we enforce the above rules and codes of conduct in an effort to maintain an emotionally and physically safe environment. Residents who violate these rules can lose privileges, phases or have other consequences in an effort to help them learn the importance of these codes, and commit to follow them. The following is a list of therapeutic interventions and restrictions that can be imposed by Solstice East staff to increase compliance with the codes of conduct and help residents internalize the need for structure and safety.

- A. **Mindful Processing:** Mindful processing is an intervention in which the resident is asked to, as directed by staff, separate herself from the rest of the resident population (far enough that there is a degree of privacy, but not out of the line of sight of the other residents/fellow staff) and engage in quiet reflection and verbal processing with a staff member.
- B. **Communication Restriction:** If a resident cannot communicate appropriately with someone, she may be placed on communication restriction with that person. This can last no longer than 24 hours, unless her Primary Therapist decides that it should continue for a longer period of time.
- C. **Distance Restriction:** If a resident lacks respect for another's personal space, staff may ask her to maintain a specific space between herself and that person for 24 hours. The distance restriction may also be used to separate a student from a group of people.
- D. **Learning Experiences:** Staff may give therapeutic writing assignments, or other assignments that serve as an experience with a learning goal. Writing assignments will be no more than three pages in length. The staff determines the subject matter, and assures its relevance.
- E. **Self Focus:** Anytime a resident is placed on Self Focus she will spend her unit activities, phase activities, and her free time completing assignments, and it will affect her privileges. The resident's privileges on any given phase are suspended until her Self Focus ends. During Self Focus, a resident has the privileges as determined by treatment team. Self Focus should last no longer than 72 hours, unless clinically indicated.
- F. **Academic Focus:** If a resident continues to fail multiple classes or needs to focus on academics in order to meet a graduation deadline, she will be placed on Academic Focus. The resident will spend all of her free time, phase activities time, and unit activities time doing homework, and will not be permitted to go off campus until she is off Academic Focus. A therapist or the Academic Director is able to place a student on Academic Focus.
- G. **Academic Probation:** If a student is making below a C- on Thursday at 5:30, then

she will be placed on Academic Probation. Girls on Academic Probation will lose Friday Off-Campus and Friday movie privileges. They will be given a sheet with every missing assignment and will be required to get each teacher to sign off that they have completed the missing assignment. If they don't have all of their signatures on Monday by lunch, then they will be on academic lunch probation. Each student will continue to have academic lunch probation every day until the sheet of missing work is completely signed off and all missing assignments have been turned in.

- H. **Therapy Focus:** If at any time the resident's Primary Therapist determines that a resident is neglecting the therapy phase of her treatment, and decides that she will benefit therapeutically from Therapy Focus, the Primary Therapist may place her on Therapy Focus. The resident will spend her free time, phase activities, and unit activities working on therapy assignments. Upon completion of the assignments, the Primary Therapist may restore her privileges.
- I. **Safety Phase:** If a resident violates the safety code, she will be placed on Safety Phase (see Safety Phase Policy). During this time the resident must follow the guidelines as outlined in the Safety Phase policy.

Community Roles

At Solstice East we believe that a person who has responsibilities, accountability and opportunities to contribute positively within their community will learn and grow tremendously. We also believe in the value of work and the sense of accomplishment that comes from a “job well done.” For these reasons all residents will have community roles within the program. These roles may change every month or two to create new learning opportunities. Below are the roles you may be assigned during your stay at Solstice East.

Team Leader

Team Leader is a young woman that can demonstrate good leadership skills, problem-solving skills and is a good role model for the residents. This Resident is usually on a higher phase and is very trustworthy with high integrity. She will need to know when to be patient and when to be firm with her peers and can consult with the Mentor on ways to help her peers. Staff should feel that they could fully trust Team Leader at all times.

Role Details:

- Runs community meeting.
- Mediates problems with peers.
- Sets group goals.
- Chooses who will pick the weekly movie.
- Assures that Job Coordinator is doing her job properly.
- Trains new Team Leader.

Job Coordinator

This job requires someone that is assertive and able to work well with others. Coordinator is responsible for all the jobs on her team and must be attentive and always assuring that the jobs are being done correctly.

Role Details:

- Assures that all jobs are being done correctly.
- Trains residents to do their jobs properly.
- Assigns cleaning jobs for daily kitchen clean up and weekly deep clean.
- Must have staff approve the jobs before assigning them to the residents.
- Trains new Job Coordinator.

Big Sister

This role is very important to help the new resident get a good start at Solstice East, by learning to follow expectations and learning what the boundaries are. Big Sister must be a good role model and not engage in negative conversations, glorifying or any unhealthy behavior with the new resident. She must be able to help her new teammate by gently guiding her and cueing her when needed and being able to explain and teach in a non-threatening manner.

Role Details:

- Assigned to new residents to act as a guide, mentor, coach and all around helpful person during her first few weeks in the program.
- Responsible to help new resident learn the rules and expectations of the program, and help her feel welcomed and supported during the transition.

- Will go over all the rules and daily activities of the program with new resident.
- Will sit next to her little sister in all groups and at all mealtimes for the first two weeks.

Bag Lady

Must be responsible and able to be self-governed. Must understand the importance of have a clean and neat facility.

Role Details:

- Assures that all garbage is emptied daily and taken to the dumpster.
- Notifies staff when bags are low and need to be restocked.
- Responsible for notifying staff when getting low on bags.
- Cleans all garbage cans that smell or are dirty on deep clean day.
- Trains the new Bag Lady.

Downy

Downy is organized, responsible, and works well with others. Downy understands the importance of social hygiene, and holds her peers accountable.

Role Details:

- Works with other teams' Downy to create and implement a laundry schedule for all girls.
- Ensures all residents are completing individual laundry in a timely and hygienic manner, i.e. checking in with teammates in community meeting and announcing girls and times for following day.
- Provides instruction for the proper use and care of laundry equipment, i.e. dryer vent is cleaned after each use, how much detergent is used according to load, what temperature water is used for different colors, etc.
- Ensures laundry detergent is stocked/restocked.
- Keeps laundry room clean and tour ready.
- Trains the new Downy.

Evergreen

Evergreen is responsible and caring. She is interested in nature, and the science of horticulture.

Role Details:

- Knows how and when to water plants inside and outside, with Patrick's permission.
- Sets up watering schedule.
- Makes up info card, describing the plant, best soil and water habits.
- Grooms plants as needed.
- Trains the new Evergreen.

Thumper

Thumper is disciplined and responsible. She recognizes the importance of her role, and its effect on the team. She is instrumental in setting the tone for the day.

Role Details:

- Becomes familiar with daily schedule.
- Awakes ten minutes before teammates.
- Wakes teammates in the morning.

- Ensures team is on time for school, all groups and activities.
- Trains the new Thumper.

Ms. Lysol

Ms. Lysol is responsible and organized. She works well with others and holds peers accountable.

Role Details:

- Responsible for monitoring all cleaning supplies, i.e. handing out chemicals and ensuring they are returned after cleaning.
- Refills bottles when needed and according to chemical instructions.
- Communicates to staff when chemicals need to be purchased/restocked.
- Trains the new Ms. Lysol.

Inspector

This role is important to success of the team's jobs and Community Roles. It takes a resident that can give an unbiased cue, take feedback, mentor and teach, and is detail oriented. The resident is open to instruction and works well with staff. The inspector is an initiator, respectful, and wants to take on responsibilities. The Inspector is open and ready to learn how to develop her communication and leadership skills.

Role Details:

- Inspects team bedrooms in the morning, with staff, before the team can move onto their next activity.
- Inspects each team member's job.
- Teaches team members how to perform each of their jobs and her expectations for a specific job to be checked off and completed.
- Communicates to the Job Coordinator, Team Leader, and/or staff on the progress, or lack thereof, of each team member.
- Inspector takes responsibility for inspected jobs that have been checked off by her.
- Assures that each daily job, and deep clean job, is being completed as per the cleaning checklists.
- Takes initiative to consistently be inspecting jobs; she does not wait for others to ask for her to check off the job.
- Keeps multiple copies of cleaning checklist forms stocked in binders.
- Assures that the teams building and rooms are always "tour ready"; that the team's building is organized and clean before moving to the next activity.
- Trains new Inspector.

Cover Girl

This resident responsible for making sure that her team is following the Solstice East dress code standards. This individual leads by example, cues without bias, and has an understanding of the principles behind the Solstice East dress code. The resident helps teach her peers the importance of creating a comfortable environment for residents and staff through modest dress and good hygiene. She also understands the confidence and self-esteem building that the dress and hygiene code reinforces. The Cover Girl will develop and hone her communication skills with her Team

Leader and Job Coordinator, as well as with her teammates.

Role Details:

- Consistently observes, and respectfully cues, residents that are not adhering to the dress code, and helps to ensure that the residents that are violating the dress code are complying (asking them to change).
- Knows the details of the dress and hygiene code and teaches her teammates on this code (i.e. bracelets, earrings, belly shirts, bare shoulders, image creating clothing, hygiene, etc.).
- Communicates with the Team Leader or Job Coordinator about her teammates progress with the dress and hygiene code (i.e. through groups, one on one, staff, etc.).
- In charge of checking personal items in and out of residents boxes.
- Trains new Cover Girl.

Chef

This community role takes a resident who can take initiative, communicate, and has great time management skills. The Chef is responsible for the timely delivery of meals and snacks to all the residents. This individual takes pride in helping others and putting others before herself. This resident is aware of and practices good hygiene and food handling best practices and helps to teach others of those practices.

Role Details:

- Helps the Solstice East Chef in meal preparation at least 15 minutes prior to serving the meal (i.e. prep drinks, salad dressings, food carts, other duties as Solstice East Chef requires, etc.).
- Helps staff to serve residents meals and snacks.
- Is communicating and rotating out serving and preparing lunches with other Team Chefs.
- Trains new Chef.

Miss Universe

This resident may have a key responsibility in the academic progress of her teammates. This individual ensures that her teammates are having the opportunity to get their workout folders signed by staff after an academic physical education class (workout). Miss Universe must take initiative, communicate, and help to provide opportunities for other residents to receive their daily grade. She works closely with staff and Team Leader to make sure that her teammates are not moving on to other activities without having their folders completed.

Role Details:

- Provides blank workout sheets to residents that need them.
- Helps to keep her team lined up and ready to have their workout sheets completed by staff.
- Ensures that time is taken to have folders completed after off campus workouts or activities that would fall under an academic workout.
- Keeps an accounting, with staff, of residents that need to complete a make-up workout that was missed due to low grade, therapy, or behavioral issues; helps to

remind the residents of a make-up workout that may need to be completed on make-up days.

- Trains new Miss Universe.

Eco Girl

Eco Girl is responsible for the awareness of energy use and recycling at Solstice East. This resident will develop good communication skills. Awareness of her surrounding is a must for this individual as she helps to provide an energy efficient environment. This resident must work closely with staff and Team Leader or Job Coordinator to be successful in this role.

Role Details:

- Ensures that all paper and cardboard that can be recycled is put in the appropriate trash bin.
- Ensures that all cardboard boxes are broken down before disposing of them.
- Ensures that all lights in her team's bedrooms are off before they exit the building.
- Ensures that all exterior building lights are on after dark.
- Ensures that all exterior building lights are off each morning.
- Trains new Eco Girl.

Kirby

Kirby is someone who is responsible and proactive. She has the ability to communicate as well as to teach others.

Role Details:

- To work with the Kirby's from the other teams to ensure the vacuums are in working condition.
- Check the vacuum bag and empty it when necessary.
- Check for damage to the cord.
- Train new Kirby's on proper use of the vacuum.
- Notify maintenance staff if anything is broken.
- Train new Kirby.

Operator

The operator is someone who can communicate, organize and is able to take initiative. The operator is someone who is able to work with staff to let each girl know when it is time to make her phone call.

Role Details:

- Make a phone call schedule for their team's weekly calls.
- Provide the list to staff at least an hour before their designated phone call time. (Girls from the east coast will typically call first and west coast last.)
- Work with the girls and make changes and adjustments as needed.
- Help time phone calls and notify next caller.
- Trains new Operator.

Professor

Professor is someone who has patience, is organized and competent. Professor is a girl who is very

good at doing schoolwork and is able to help other girls without falling behind in her own classes. Professor is a job that must be approved by the Academic Director or team teacher. It is possible to have several Professors at one time. For example, there could be one girl that is Professor of Math and another girl that is professor of English etc. Or, one girl that is good at several subjects could be Professor of Math, English, and Science.

Role Details:

- Professor will assist other residents with their schoolwork during study hall time.
- She makes sure that textbooks are all organized and put away.
- Trains New Professor.

Special Events Coordinator

Special Events Coordinator's job is to promote a positive atmosphere while building morale and excitement on the team. This person needs to be creative, organized and able to think ahead. This person is also good at multi-tasking and delegating when necessary.

Role Details:

- To recognize important dates for the girls on the team, i.e. birthdays, sober days, getting a new phase, graduating, or any other positive thing that she would like to recognize.
- She can work with staff and decorate rooms for birthdays etc.
- She can make certificates, cards, medallions or other creative things to recognize the positive things being done by her teammates.
- She works with team lead in accomplishing the weekly team goals.
- Trains new Special Events Coordinator.

DBT Skill Master

The Skill Master is someone who is invested in her treatment and growth as well as her teammates' treatment and growth. This person needs to be creative and motivated and shows initiative in practicing the skills she learns in therapy during everyday life. She also needs to be able to both encourage others as well as hold them accountable.

Role Details:

- To think of creative ways for the team to practice/master the DBT skill they learn in DBT group at the start of each week. This could take on many different forms such as role playing, practicing with each other, etc.
- Will track which team members followed through with practicing/mastering the skill on the team that week and report back to the group in DBT the following week.
- Trains the new DBT Skill Master.

Resident Rights

Solstice East makes every effort to guarantee the individual human dignity and protection of the rights of all the residents and families involved in the program. In addition, Solstice East requires of you to make every effort to protect the rights of others, including peers and staff. We will make every effort to safeguard your civil and legal rights as a resident. This section is designed to inform you of your rights as they are written in the Solstice East Policy and Procedure Manual. These rights are explained to you and your parents or guardian at the time of admission. We provide them here for you to refer to as needed. Please feel free to ask questions about these rights if they arise.

As a resident enrolled in Solstice East RTC, I am entitled to the following rights:

1. Access to treatment/school is guaranteed without discrimination by race, religion, sex, ethnicity, age or handicap.
2. Each resident's personal dignity shall be recognized and respected in the provision of all care and treatment.
3. Each resident shall receive individualized treatment which shall include the following:
 - 3.1 The provision of adequate and humane services regardless of source(s) of financial support;
 - 3.2 The provision of services within the least restrictive environment possible;
 - 3.3 The provision of an individual treatment plan;
 - 3.4 The periodic review of resident's individual treatment plan;
 - 3.5 The active participation of residents and parent/guardian in treatment planning;
 - 3.6 The provision of an adequate number of competent, qualified, and experienced professional staff to supervise and implement the treatment plan.
4. Each resident's personal privacy shall be assured and protected within the constraints of the individual treatment plan.
5. The resident's family, regardless of their age shall be allowed to visit the resident unless such visits are clinically contraindicated. Restrictions of visits because of clinical contraindications will be waived if specific state laws supersede this policy.
6. Suitable areas shall be provided for residents to visit in private unless such privacy is clinically contraindicated by the resident's treatment plan.
7. Residents shall be allowed to send and receive mail to and from people on their approved mailing list. In circumstances where it is known to parents/guardians and/or clinical staff that receipt or sending of mail to/from particular individuals

would be clinically injurious to a resident, an individual plan will be developed by the treatment team.

8. Residents shall be allowed to conduct telephone conversations with family and friends unless clinically contraindicated.
9. Each resident has the right to request the opinion of a consultant at her expense, or to request an in-house review of the individual treatment plan.
10. Each resident shall be informed of the rights contained in this statement in a language that he/she understands with appropriate documentation in resident's record that this was performed. Each resident will receive a copy of the resident rights in the resident handbook.
11. The resident, residents family, or the resident's legal guardian shall be fully informed about the following:
 - 11.1 The rights of residents;
 - 11.2 The nature of the care, procedures, and treatment she will receive;
 - 11.3 The use and disposition of audiovisual techniques, recordings, photographs or use of one-way mirror for observation;
 - 11.4 Risks, side effects and benefits of all medications and treatment procedures;
 - 11.5 The right to refuse to participate in any research project without compromising the resident's access to the Center's services;
 - 11.6 The rules and regulations applicable to the resident's conduct;
 - 11.7 The right to initiate a complaint or grievance procedure and the appropriate means of requesting a hearing of the complaint, as well as a timely reply on behalf of the Program to the complaint;
 - 11.8 The discharge and aftercare plans.
12. The maintenance of confidentiality of communications between resident and staff and of all information recorded in the resident's clinical record shall be the responsibility of all staff.
13. Each resident has a right to wear her own clothing and to keep her own personal belongings, unless such possessions are clinically contraindicated. At any time during treatment, if it is suspected that the resident is in possession of any type of contraband, a licensed practitioner may order a body search and a search of personal belongings.

Responsibilities

As a client enrolled in Solstice East RTC I have the following responsibilities:

2. I have the responsibility to provide, to the best of my knowledge, accurate and complete information about present problems, past difficulties with other placements, and other matters relating to my required care and treatment.

3. I have the responsibility to participate in the implementation of my individual treatment plan. This may include following the instructions of various staff involved in my care and treatment as they carry out the coordinated plan of care and implement therapist's and/or treatment team's orders, and as they enforce the applicable rules and regulations.
4. I am responsible for my actions and the resulting consequences if I refuse to participate in the planning and implementation of my treatment plan.
5. I have the responsibility to follow Solstice East rules and regulations affecting client care and conduct, and I am responsible for my own conduct and the resulting consequences.
6. I have a responsibility to be considerate of the rights of other clients and Solstice East staff.
7. I have the responsibility to be respectful of the property of other residents and of Solstice East.
8. I am responsible for my own personal belongings. I understand that expensive items should not be brought to Solstice East and that if I do so, it is at my own risk and Solstice East is not financially responsible for such items or my other belongings.
9. I have a responsibility to notify staff of any lost or stolen personal belongings, and can expect Solstice East to make every reasonable effort to locate these items.
10. I have a responsibility to perform personal housekeeping tasks in my personal area, and my share of common areas without compensation.



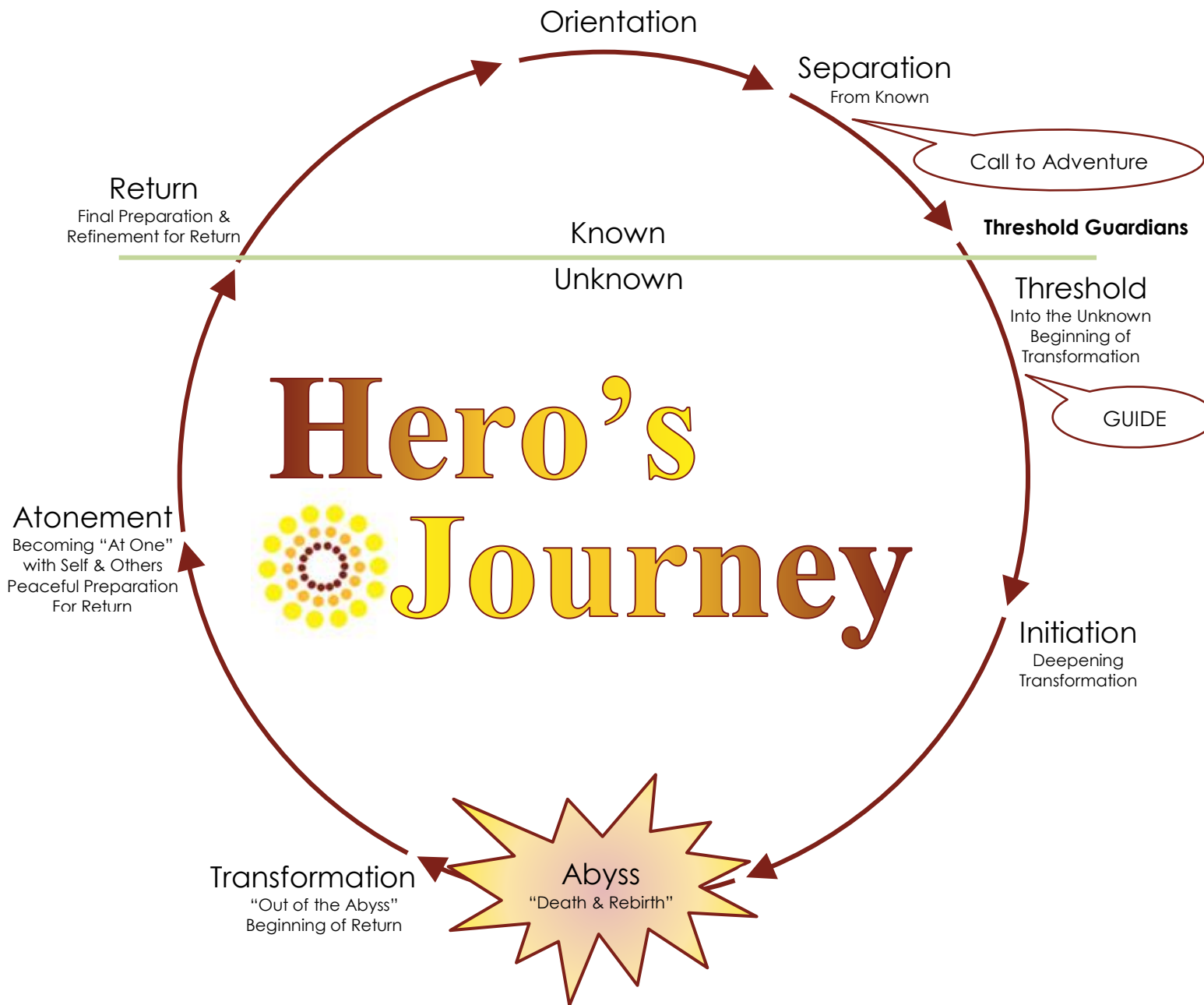
Solstice East Hero's Journey Phase Program

The Solstice Phase Program is patterned after the archetypal Hero's Journey. Themes in the Hero's Journey can be found throughout literature, arts, drama, film, dance and many other expressive mediums. This journey embodies the ideas of growth, healing, skill development, identity formation, and service. Each phase of our program includes specific tasks that must be completed, and at least one primary quest—sometimes chosen by the student, and at other times chosen by the therapist/treatment team. The phases are outlined below, and then detailed on the following pages:

1. Separation
2. Threshold
3. Initiation
4. Transformation
5. Atonement*
6. Return*

*The student will apply for these last two phases by appearing before the treatment team and explaining why she feels she deserves her phase, according to the definition of the phase and her progress in therapy and all areas of her treatment.

The next page provides a visual representation of the Hero's Journey.



Orientation Phase

This is the phase that the student begins on in the program. During orientation phase a student gets acquainted with her surroundings, peers and the rules of the program. Upon successful completion of Orientation Phase, the student officially begins her journey and advances to Separation Phase.

Requirements to complete Orientation Phase

Individual Requirements

1. Obtain and read the Student Handbook, and demonstrate a sound understanding of its content by completing and submitting the Student Handbook Self-Test. Discuss any questions you may have with a Lead Mentor.

Signature	Date
_____ Lead Mentor	_____

2. Complete the new resident orientation checklist with your big sister and Lead Mentor.

_____ Lead Mentor	_____
----------------------	-------

3. Complete Safety Contract & Crisis Plan (found in the appendix) including meeting with all necessary people for completion of both (i.e. staff, therapist, residential director, etc.).

_____ Therapist	_____
--------------------	-------

Family Requirements

1. Obtain and read the Parent Handbook, and demonstrate sound understanding of its content by discussing it with your therapist in a family therapy session.

Signature	Date
_____ Therapist	_____

2. Complete all assignments delivered to you via the Family Bridge.

_____ Therapist	_____
--------------------	-------

3. Begin reading *Not By Chance: How Parents Boost Their Teen's Success In and After Treatment* by Tim Thayne, Ph.D.

_____ Therapist	_____
--------------------	-------

Separation Phase

Separation represents the first phase of the hero's journey in which the hero is separated from her everyday life and prepared for the threshold of adventure. This phase represents a separation from home, and a separation from the world. During the separation phase, the hero must remain within arms-length of staff in attempt to ensure her safety. Before the hero can begin on the threshold of adventure, she must complete several important tasks that will prepare her for the path, and she must receive "The Call" which invites her into adventure. This call is a symbolic recognition of the need to change, grow, and find greater balance, and fill-in some areas that have been lacking in her life. While the hero must accept the call to move forward, the treatment team extends the call when she is deemed ready for the adventure.

Requirements to complete Separation Phase

Individual Requirements

1. Begin to develop your personal Hero's Code by identifying at least ten principles you believe to be important in your life. Use the template in the appendix and the list also found in the appendix as a primer, but do not limit yourself to the principles provided. In your own words: 1) define what each principle means to you and 2) how it applies in your life. Share your personal Hero's Code with your family in a family therapy session. Keep your hero's code for future review.
2. Read the essay entitled "*The Hero's Journey*" in the Student Handbook and discuss it with your therapist. Write a thorough report about this journey demonstrating a sound understanding of its basic concepts. As part of the report identify the following: a) In your own words, what is your "Call"—both mythical and psychological; b) Identify "what is missing in my life"; and c) "How my life has become more constricting rather than expanding." Present your report to your therapist and parent(s).
3. Complete two therapeutic assignments as assigned by your therapist.
 Assignment #1: _____
 Assignment #2: _____
4. Willingly participate in all workouts (obtain this signature the week you apply for your phase).
5. Demonstrate understanding of the use and purpose of a diary card by explaining it to your therapist and using it to track two behaviors over a two-week period.
6. Complete all additional therapy work assigned by your therapist on this phase.
7. Complete a feedback sheet and turn it in to your team manager the Monday before you wish to apply for your phase.

Signature

Date

Therapist

Therapist

Therapist

Therapist Initials

Therapist Initials

Fitness and Nutrition
Director or Lead
Mentor

Therapist

Therapist

Treatment Team

Family Requirements

Signature

Date

1. Write or re-write an impact letter to your daughter with the help and guidance of your family therapist (at therapist’s discretion). Each family member will do this separately.

Therapist

2. Complete any assignments delivered to you via the Family Bridge.

Therapist

3. Continue reading *Not By Chance: How Parents Boost Their Teen’s Success In and After Treatment* by Tim Thayne, Ph.D.

Therapist

4. Complete two therapeutic assignments as assigned by your therapist.

Assignment #1: _____
Therapist Initials

Assignment #2: _____
Therapist Initials

Therapist

Threshold Phase

Once called into adventure, the hero's starting point is called the Threshold. The threshold represents the point between the hero's known world and the world of adventure. Once across the threshold, the hero encounters a different set of rules, people, and way of being. Because it is unknown, it can be experienced as a place of challenge and danger. While crossing the threshold can be frightening, there are always guardians and helpers to aid in the journey. Threshold guardians act as gatekeepers at the point of threshold and ensure that individuals who are not prepared for a particular journey do not step past the threshold until they are ready. At Solstice, the individuals who play the role of guardians are the student's therapist and treatment team. Upon crossing this threshold, the very guardians that previously impeded passage shift into the role of a helper or mentor once the hero has gained passage. Her adventure has begun.

Requirements to complete Threshold Phase

Individual Requirements

	Signature	Date
1. Share your Hero's Code and your Hero's Journey Essay with your guide.	_____	_____
	Guide	
2. Create and write down four long-term goals that you would like to work towards during your journey through Solstice. Then go back and write two short-term goals associated with each long-term goal that will serve as stepping stones. Keep a copy of these, as you will be asked to refer back to them at a later point in your journey.	_____	_____
	Guide	
3. With your guide, choose two principles from your hero's code that you will actively learn more about while you are on Threshold Phase. Together you will choose or create a quest related to each principle that you will complete.	_____	_____
	Guide	
4. Have a discussion with your guide on the topic, "Who are my Threshold Guardians?" Discuss: (1) how have these individuals protected you from taking journeys for which you were unprepared, and (2) how they have become a helper or mentor in your quest.	_____	_____
	Guide	
5. Complete all assignments extended by your guide. Display initiative and engagement in all interactions with your guide.	_____	_____
	Guide	
6. Complete "The Known." Must be presented to your therapist and in group with peers.	_____	_____
	Therapist	

Individual Requirements (continued)

7. Complete the NUTS and Challenges assignment and present it to your therapist and the substance abuse counselor if you are in substance abuse group.

Signature	Date
_____	_____
Therapist	

8. Write or re-write a letter of accountability. Share this with your parents and therapist.

_____	_____
Therapist	

9. Complete three therapeutic assignments as assigned by your therapist.

Assignment #1: _____

Therapist Initials

Assignment #2: _____

Therapist Initials

Assignment #3: _____

Therapist Initials

_____	_____
Therapist	

10. Sit down with your recreation staff prior to going on your first off campus activity and create a goal for yourself. Demonstrate to your recreation staff that you understand the behavioral and safety expectations while off campus. Journal about your first off campus activity and make sure to include how you think you met or did not meet your goal. Share this with your peers at the start of the next off campus activity.

_____	_____
Recreation Staff	

11. Read the chapter "By the River" in *Siddhartha* (you can get a copy from your recreation staff). Answer the following questions in your recreation journal: Siddhartha encounters the river at various transitions in his life. Relate your own transition to Solstice to Siddhartha's journey to the river. As you begin your journey here at Solstice, what would you like to leave behind, in order to start a new beginning?

_____	_____
Recreation Staff	

12. Show a recreation staff that you have all the items on the recreation clothing list.

_____	_____
Recreation Staff	

13. Display personal responsibility and a good work ethic by consistently fulfilling your community role.

_____	_____
Lead Mentor	

14. Display through your actions that you comply with Solstice rules and that you are willing to give and receive feedback in a respectful manner.

_____	_____
Lead Mentor	

15. Maintain a grade of C or higher in each of your school classes (obtain this signature the week you apply for your phase).

_____	_____
Team Teacher	

16. Meet with the fitness and nutrition director to create and complete suitable fitness and nutrition goals for this phase of your journey. Willingly participate in all workouts (obtain this signature the week you apply for your phase).

_____	_____
Fitness and Nutrition Director or Lead Mentor	

Individual Requirements (continued)

17. Participate actively in and complete therapy assignments for the following groups:

Signature	Date
_____ Experiential Therapist	_____
_____ Process Grp Therapist	_____
_____ Specialty I Therapist	_____
_____ Specialty II Therapist	_____
_____ Treatment Team	_____

18. Complete a feedback sheet and turn it in to your team manager the Monday before you wish to apply for your phase.

Family Requirements

1. Begin to develop your personal Hero’s Code by identifying at least ten principles you believe to be important in your life. Use the list found in the appendix as a primer if needed, but do not limit yourself to the principles provided. In your own words define what each principle means to you and how it applies in your life. Share your personal Hero’s Code with your spouse (if applicable)/daughter in a family therapy session.

Signature	Date
_____ Therapist	_____

2. Complete the NUTS and Challenges assignment and discuss it with your therapist.

_____ Therapist	_____
--------------------	-------

3. Complete any assignments delivered to you via the Family Bridge.

_____ Therapist	_____
--------------------	-------

4. Complete one assignment from the bank of assignments as assigned by your therapist.

Assignment #1: _____
Therapist Initials

_____ Therapist	_____
--------------------	-------

5. Complete a Family Quest, as assigned by your therapist.

_____ Therapist	_____
--------------------	-------

6. Continue reading *Not By Chance: How Parents Boost Their Teen’s Success In and After Treatment* by Tim Thayne, Ph.D.

_____ Therapist	_____
--------------------	-------

Initiation Phase

Many unknown challenges and tests await the hero in the heart of her adventure. Upon crossing over the threshold, the tests one faces take many forms and can present challenges of a physical, emotional, social and spiritual nature. Towards the beginning of the adventure, these challenges are often more simple, and their difficulty increases as the journey proceeds. Many of these challenges come in the form of tasks or quests that are very personal to the adventurer and will cause them to face some of their greatest fears and weaknesses. By facing and triumphing over these fears and weaknesses—with the help of supportive mentors along the way—the hero gains essential skills, maturity and self-confidence for her journey ahead. She then carries these personal assets into her next quest or task in life—essentially turning her weaknesses into strengths. Towards the end of this phase of the journey, the hero gets a small glimpse into the abyss and is able to recognize her greatest challenges—namely her “dragons” that she must face and overcome during the next phase of her adventure.

Requirements to complete Initiation Phase

Individual Requirements

1. Complete four personal quests designed by your therapist, guide, and/or treatment team. One quest will represent challenges of a physical nature, one emotional, one social, and one spiritual. Be prepared to share with your community and guide what fears and weaknesses you faced, and what skills you learned in result of these quests.
2. Review your long-term and short-term goals that you established during your previous phase. Discuss your progress with your guide and update your goals to reflect the next steps you need to take in your journey.
3. With your guide, choose two principles from your hero's code that you will actively learn more about while you are on Initiation phase. Together you will choose or create a quest related to each principle that you will complete.
4. Complete all assignments extended by your guide. Display initiative and engagement in all interactions with your guide.
5. Complete the *Theatre of Pain* assignment and present it to your peers and therapist in process group.
6. Complete three therapeutic assignments as assigned by your therapist.

Assignment #1: _____
Therapist Initials
Assignment #2: _____
Therapist Initials
Assignment #3: _____
Therapist Initials

Signature	Date
_____ Therapist	_____
_____ Guide	_____
_____ Guide	_____
_____ Guide	_____
_____ Therapist	_____
_____ Therapist	_____

Individual Requirements (continued)

Signature

Date

7. Choose one outdoor skill from the list below to master. You are in charge of taking initiative to learn the chosen skills, on your own time, from a student who is on Atonement Phase. In order to go out for your next phase, you must show proficiency in this skill to a recreation staff. Write about your experience learning a new skill in your recreation journal. Describe how you were challenged physically, emotionally, and mentally.

List of skills:

- First aid skills: demonstrate proper wound and infection management as well as ankle taping.
- Knots: demonstrate the following knots and identify their uses - figure 8 follow through, figure 8 on a bite, bowline, double fisherman's, clove hitch, and alpine butterfly.
- Bust a fire into flames using a bow drill set or flint and steel, or become proficient in building a fire.
- Map & compass: demonstrate how to find your way in the wilderness using a map and compass.
- Choose a life skill that you are interested in learning and gaining proficiency in. Make a plan for how you will learn the skill (reading, practice, help from peer or staff, etc.) This must be approved by your recreation staff.

Recreation Staff

8. Demonstrate initial understanding of and beginning competence in mindfulness practices. To be signed off by your Mindfulness Group Mentor.

Mindfulness Group
Mentor

9. Create and complete all fitness and nutrition goals set with the fitness and nutrition director for Initiation Phase.

Fitness and Nutrition
Director or Lead
Mentor

10. Maintain a grade of C or higher in each of your school classes (obtain this signature the week you apply for your phase).

Team Teacher

11. Show that you display honesty and personal insight in your peer interactions and therapeutic journey.

Lead Mentor

12. Display personal responsibility and a good work ethic by consistently fulfilling your community role.

Lead Mentor

Individual Requirements (continued)

13. Participate actively in and complete therapy assignments for the following groups:

Signature	Date
_____ Experiential Therapist	_____

_____ Process Grp Therapist	_____
-----------------------------------	-------

_____ Specialty I Therapist	_____
--------------------------------	-------

_____ Specialty II Therapist	_____
---------------------------------	-------

14. Complete a feedback sheet and turn it in to your team manager the Monday before you wish to apply for your phase.

_____ Treatment Team	_____
-------------------------	-------

Family Requirements

1. Together, create a Family Hero's Code by identifying at least ten principles that are important to your family as a whole. Define these principles as a family and discuss why each of them is important within the family.

Signature	Date
_____ Therapist	_____

2. Complete any assignments delivered to you via the Family Bridge.

_____ Therapist	_____
--------------------	-------

3. Complete three therapeutic assignments as assigned by your therapist.

Assignment #1: _____
Therapist Initials

Assignment #2: _____
Therapist Initials

Assignment #3: _____
Therapist Initials

_____ Therapist	_____
--------------------	-------

Transformation Phase

During this phase of the journey, the hero develops a deeper understanding of the greatest challenges she will face—as she actually enters into the abyss to slay her personal dragons. This act is the culmination of the growth process she has made—as the hero is able to incorporate all of her new skills, maturity and confidence into the final battle. These skills become absolutely essential, as the hero must enter the abyss to slay these dragons alone—no one can complete this portion of the journey for her. Additional strength and endurance comes in the form of a revelation (or realization) and resultant dramatic change in the way the hero thinks about and lives her life. This may come while in the abyss, or upon completion of the final battle and is a crucial element of the hero’s journey as she lays to rest old patterns of thinking or interaction—essentially old ways of living—and prepares for her atonement and rebirth.

At times, a hero may venture into the abyss to face these dragons only to find out that she isn’t quite ready for the challenge. In this case, the hero must return to smaller challenges to gain more essential skills and confidence before returning into the abyss.

Requirements to complete Transformation Phase

Individual Requirements

1. Complete one personal quest designed by you and your therapist.

Signature

Date

Therapist

2. Review your long-term and short-term goals that you established during your previous phase. Discuss your progress with your guide and update your goals to reflect the next steps you need to take in your journey.

Guide

3. With your guide, choose two principles from your hero’s code that you will actively learn more about while you are on Transformation Phase. Together you will choose or create a quest related to each principle that you will complete.

Guide

4. Complete all assignments extended by your guide. Display initiative and engagement in all interactions with your guide.

Guide

5. Work with your guide to create a service project—based on a principle from your Hero’s Code—that you will complete for your home community during Atonement Phase. Provide a proposal of this service project to the treatment team.

Treatment Team

6. Complete three therapeutic assignments as assigned by your therapist.

Assignment #1: _____
Therapist Initials

Assignment #2: _____
Therapist Initials

Assignment #3: _____
Therapist Initials

Therapist

Individual Requirements (continued)

	Signature	Date
7. Co-create with your therapist an “Out of the Abyss” assignment.	_____ Therapist	_____
8. Begin working on the “for daughter” section of your <i>Solstice Transition Resource Guide</i> . You can request this document from your therapist.	_____ Therapist	_____
9. Read the chapter “Awakening” in <i>Siddhartha</i> . Take time to reflect upon your own true self. Write about how your journey here at Solstice has helped you identify your true self. What does your true self look like? Act like? Desire? Dislike?	_____ Recreation Staff	_____
10. Complete a solo experience, meditation retreat, or sweat lodge. You will decide on this with your therapist based on which experience would be the most beneficial. Write about your experience in your recreation journal. Make sure to include the details of the solo/retreat, any challenges you faced and overcame, and what you gained from the overall experience.	_____ Recreation Staff	_____
11. Complete all fitness and nutrition goals set with the fitness and nutrition director for Transformation Phase.	_____ Fitness and Nutrition Director or Lead Mentor	_____
12. Display personal responsibility and a good work ethic by consistently fulfilling your community role.	_____ Lead Mentor	_____
13. Maintain a grade of C or higher in each of your school classes (obtain this signature the week you apply for your phase).	_____ Team Teacher	_____
14. Participate actively in and complete therapy assignments for the following groups:	_____ Experiential Therapist	_____
	_____ Process Grp. Therapist	_____
	_____ Specialty I Therapist	_____
	_____ Specialty II Therapist	_____

Individual Requirements (continued)

15. Complete a feedback sheet and turn it in to your team manager the Monday before you wish to apply for your phase.

Signature	Date
_____	_____
Treatment Team	

16. Appear before the treatment team and explain why you feel ready for Atonement Phase according to the definition of the phase and your overall progress in treatment.

_____	_____
Treatment Team	

Family Requirements

1. Begin working on the “for parents” section of your *Solstice Transition Resource Guide*. You will be given access to this document on the Family Bridge by your therapist.

Signature	Date
_____	_____
Therapist	

2. Complete any assignments delivered to you via the Family Bridge.

_____	_____
Therapist	

3. Complete two therapeutic assignments as assigned by your therapist.

Assignment #1: _____

Therapist Initials

Assignment #2: _____

Therapist Initials

_____	_____
Therapist	

4. Create with your therapist an experiential activity that you will engage in during a home visit on Transformation Phase. This activity should be focused on applying new skills that you have learned together so far on your journey. Discuss your experiences in family therapy.

_____	_____
Therapist	

Atonement Phase

As the hero conquers her dragons and emerges from the abyss victoriously, her final transformation becomes complete and she approaches rebirth. This rebirth takes place through the process of Atonement—literally allowing the hero to become “at-one” with her new self. Fear, ignorance, dependence and irresponsibility must die to make way for the birth of love, wisdom, interdependence and responsibility. As the hero becomes at-one with herself, she comes into harmony with life and the world around her. The initial problems that caused need for her separation from the world have been addressed and it is time to prepare for her return.

Requirements to complete Atonement Phase

Individual Requirements

	Signature	Date
1. Choose a principle from your Hero's Code and create a personal quest of your own design. Your therapist must approve this quest before you begin working on it.	_____ Therapist	_____
2. Review your long-term and short-term goals that you established during your previous phase. Discuss your progress with your guide and update your goals to reflect the next steps you need to take in your journey.	_____ Guide	_____
3. Evaluate and rewrite your personal Hero's Code and have a discussion with your therapist, parents and guide about any changes that were made.	_____ Guide	_____
4. With your guide, choose two principles from your hero's code that you will actively learn more about while you are on Atonement Phase. Together you will choose or create a quest related to each principle that you will complete.	_____ Guide	_____
5. Complete all assignments extended by your guide. Display initiative and engagement in all interactions with your guide.	_____ Guide	_____
6. Complete the service project that you designed for your home community, which was approved by the treatment team during Transformation Phase.	_____ Treatment Team	_____
7. Work with your guide to create a service project—based on a principle from your Hero's Code—that you will complete for your Solstice community during Return Phase. Provide a proposal of this service project to the treatment team.	_____ Therapist	_____
8. Complete three therapeutic assignments as assigned by your therapist.		
Assignment #1: _____	_____ Therapist Initials	
Assignment #2: _____	_____ Therapist Initials	
Assignment #3: _____	_____ Therapist Initials	_____

Individual Requirements (continued)

	Signature	Date
9. Take time to either teach or learn alongside another resident, who is on initiation phase, an outdoor-related or life skill.	_____ Recreation Staff	_____
10. Co-facilitate an off-campus experience with your recreation staff. Focus on demonstrating an understanding of your personal leadership style and strengths while facilitating this experience.	_____ Recreation Staff	_____
11. Create fitness and nutrition goals that you will complete as you transition home or to another school. Begin implementing these goals on home visits.	_____ Fitness and Nutrition Director or Lead Mentor	_____
12. Organize an activity for your Solstice community that will be enjoyable for all who will attend (this must be an activity that has no monetary cost). Be creative and think outside the box!	_____ Lead Mentor	_____
13. Maintain a grade of C or higher in each of your school classes (obtain this signature the week you apply for your phase).	_____ Team Teacher	_____
14. Participate actively in and complete therapy assignments for the following groups:	_____ Experiential Therapist	_____
	_____ Process Grp. Therapist	_____
	_____ Specialty I Therapist	_____
	_____ Specialty II Therapist	_____
15. Appear before the treatment team and explain why you feel ready for Return Phase according to the definition of the phase and your overall progress in treatment.	_____ Treatment Team	_____

Family Requirements

	Signature	Date
1. Complete your <i>Solstice Transition Resource Guide</i> as a family, and put it into practice during a home visit on Atonement Phase. Discuss with your therapist what went well and what topics need refinement.	_____ Therapist	_____
2. Complete any assignments delivered to you via the Family Bridge.	_____ Therapist	_____
3. Complete three therapeutic assignments as assigned by your therapist.		
Assignment #1: _____	_____ Therapist Initials	
Assignment #2: _____	_____ Therapist Initials	
Assignment #3: _____	_____ Therapist Initials	

Return Phase

After transformation and rebirth the hero faces the final phase of her journey—her return home or transition into her next journey in life. During this time, the hero gains an awareness of her newly recognized and created gifts that have emerged in result of her journey. The true spirit of the return is one’s implementation of her gifts into the society in which she lived and to which she will return. The hero recognizes her ability to create joy and value in the lives of others through using her gifts and talents in their service. The hero must come to realize that all people may not accept her gifts and talents in the same way. She may find that her new levels of wisdom and responsibility may not be shared by those she returns to be with and choices may need to be made in order to move on in life, thereby leaving some elements of her old lifestyle and even old friends behind. This can be another difficult step in her journey as it could lead toward discouragement and disillusionment or it could lead toward greater transcendence. Furthermore, she comes to realize that while this particular journey has reached its end, her return signifies only her completion of this particular journey—and is merely a stepping off point into the next journey she is presented in life.

Requirements to complete Return Phase

Individual Requirements

1. Complete one final quest of your design that represents the capstone of your work and Journey here at Solstice.

Signature	Date
_____	_____
Guide	

2. Complete the service project that you designed for your Solstice community, which was based on a principle from your Hero’s Code and was approved by the treatment team during Atonement Phase.

_____	_____
Therapist	

3. Complete two therapeutic assignments as assigned by your therapist.

Assignment #1: _____

Therapist Initials

Assignment #2: _____

Therapist Initials

_____	_____
Therapist	

4. Plan, organize, implement, and lead an “off campus” activity with your family on a home visit. Choose an activity that: (1) you are genuinely passionate about; (2) is stimulating to the mind or body; and (3) you hope to do more of after your graduation. Present your final plan to your recreation staff prior to leaving for your home visit.

_____	_____
Recreation Staff	

5. Recreation activities often provide us with valuable life lessons. Think back over the many recreation outings (off campus, camping, service) that you have been on throughout your Solstice journey and choose an experience you had that served as a powerful metaphor relating to your life. Write about what you learned from this experience and how you will integrate this important lesson into your life after you graduate from Solstice.

_____	_____
Recreation Staff	

Individual Requirements (continued)

- 6. Participate actively in and complete therapy assignments for the following groups:

Signature	Date
_____	_____
Experiential Therapist	
_____	_____
Process Grp. Therapist	
_____	_____
Specialty I Therapist	
_____	_____
Specialty II Therapist	

Family Requirements

- 1. Complete one therapeutic assignment as assigned by your therapist.

Assignment #1: _____
Therapist Initials
- 2. Complete any assignments delivered to you via the Family Bridge.
- 3. Finalize your *Solstice Transition Resource Guide* as a family, taking into account the observations made during your home visit on Atonement Phase.
- 4. Have a meeting/meetings with all of the members of your Transition Team prior to discharge. In this meeting present the progress you have made as a family while at Solstice, what kind of support you need from your team members, and share your *Solstice Transition Resource Guide*.

Signature	Date
_____	_____
Therapist	
_____	_____
Therapist	
_____	_____
Therapist	
_____	_____
Therapist	

ENRICH Phase

Solstice Mission Statement

*To assist young women and their families in developing
Excellence iN Relationships, Influence, Character and Health (ENRICH)
throughout their life journey.*

Once the final stage of the Hero's journey, the Return Phase, is complete, this particular journey has reached its end. However, another new journey is about to begin. As with all successfully completed journeys, there are many people along the way that have contributed to the Hero's growth and success. She has not traveled alone. Among many gifts the Hero has gained along the way, she has also learned the value of humility and expressing gratitude and appreciation for all she has gained over the arduous journey. As she expresses this gratitude, it is a gift she leaves with those she holds dear. This gift enriches their lives, as well as her own. This "sharing" of her heart, prepares her even further to be the giver of many gifts on the journey she is about to begin! As she does so she will leave a legacy of "Enriching" lives wherever she goes. She embodies **our mission here at Solstice which is best conveyed in the famous words of Emerson**, "The only true gift is a portion of thyself."

Requirements to complete Enrich Phase

Individual Requirements

1. Identify those that you feel have made significant contributions to your journey, those who have helped you succeed in facing your fears and becoming the Hero you have become. These could be family, peers, and/or staff. **Once** you have identified these key people, design a way in which you can express your gratitude to them for all they have done to help you. The significance of this "project" should represent the significance of their contribution to you. In other words, if they put their heart into you, then put your heart into showing them your gratitude. This project will not require a signature as it should be a personal expression from your heart. This is something you will present to these people individually during the week of your graduation.

Grad Date:



Appendix: Phase Assignments

New Resident Orientation Checklist

Within 24 hours of admission, new residents will be oriented to the following:

- ___ Student Rights and Responsibilities
- ___ Student Codes of Conduct
- ___ Program rules and expectations
- ___ Consequences for misbehavior
- ___ Phase Program Requirements and Privileges
- ___ Resident Handbook
- ___ Daily Schedule
- ___ Phone and Mail policy
- ___ Treatment Plans
- ___ Behavior Management Interventions

Informed Consent

I, _____, have had the above guidelines, rules and expectations explained to me. I have read and understand my client rights and responsibilities and have received a copy of them. I understand the program rules and expectations as explained to me and the consequences that may occur if I don't follow them. I commit to follow these guidelines as explained to me. I understand the daily schedule and what is expected of me as a participant in this program and agree to participate in all aspects of the program. If I forget, or have questions or concerns about any of the above guidelines, rules, rights, etc. I will ask a staff member for clarification.

Resident

Date

Staff



Safety/Crisis Plan (Orientation)

Safety/Crisis plan for _____

1. I know I am starting to feel _____ when I _____.
2. I notice (physical changes) _____ when I feel _____.
3. Signs my family sees when I become _____ are _____.
4. Some triggers I've noticed are: _____.
5. Five people I can talk to when I start to feel _____ are:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
6. Five coping skills I can use when I start to feel _____ are:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
7. A safe place I can go is _____
8. I agree to attend therapy appointments. Y N
9. I agree to comply with my medication management. Y N
10. Things my family/Staff can do to be supportive are:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

***Resident needs to review this with each person whose signature is required on the safety contract prior to obtaining their signature.

Resident signature _____ Date: _____

Therapist Signature: _____ Date: _____



Safety Contract

(Orientation)

I, _____, sign this contract to signify that I am safe to myself, and will be safe to those around me. I understand that I am expected to learn the rules, participate in therapy, complete my admissions assignments, and work with the Treatment Team on establishing my Treatment Plan. I understand that I must ask permission to go anywhere and do anything. I understand that I may not be alone until I reach Initiation Phase. I understand that if I harm myself or another person or animal (this includes verbal as well as physical threats), or if I damage the facility in any way, that I may be placed on Safety Phase. I also understand I will need to complete the following additional safety support information prior to being eligible for Initiation Phase, and that this will need to be signed off by my therapist.

****Review Safety/Crises Plan prior to signing****

Resident signature _____

Date: _____

Therapist Signature: _____

Date: _____

Residential Director Signature: _____

Date: _____

Clinical Director Signature: _____

Date: _____

Hero's Code Principles

1. _____
 - Meaning: _____
 - How it applies: _____
2. _____
 - Meaning: _____
 - How it applies: _____
3. _____
 - Meaning: _____
 - How it applies: _____
4. _____
 - Meaning: _____
 - How it applies: _____
5. _____
 - Meaning: _____
 - How it applies: _____

6. _____
- Meaning: _____

 - How it applies: _____

7. _____
- Meaning: _____

 - How it applies: _____

8. _____
- Meaning: _____

 - How it applies: _____

9. _____
- Meaning: _____

 - How it applies: _____

10. _____
- Meaning: _____

 - How it applies: _____

Principles List

Achievement	Flexibility	Personal Influence
Activity	Forethought	Physical Health
Adventure	Forgiveness	Privacy
Agency	Freedom	Proactivity
Attitude	Friendship	Prosperity
Authenticity	Generosity	Power
Authority	Goals	Respect
Beauty	Gratitude	Recreation
Believing	Happiness	Relationships
Beginning	Health	Remembrance
Becoming	Honesty	Risk
Belonging	Honor Parents	Sacrifice
Change	Hope	Safety
Choice and Accountability	Humility	Self-discipline
Cleanliness	Humor	Self-esteem
Commitment	Independence	Self-improvement
Communication	Interdependence	Self-sufficiency
Cooperation	Individual Worth	Service
Concern	Initiative	Simplicity
Courage	Insight	Sobriety
Creativity	Integrity	Social Appropriateness
Creation	Justice	Spirituality
Comfort	Kindness	Stress Management
Curiosity	Knowledge	Success
Dependability	Law of the Harvest	Suffering
Education	Leadership	Trustworthiness
Effort	Life	Talents
Emotion	Love	Tolerance
Emotional Safety	Loyalty	Unity
Enthusiasm	Mercy	Exchange of Value
Environment	Moderation	Virtue
Equality	Music	Wisdom
Expectation	No Jealousy	Work
Exploration	Patience	
Faith	Peace	
Family	Perseverance	

DBT Diary Card

Circle the days you worked on each skill

How often did you fill out this side?

____ Daily ____ 2-3x ____ Once

1. Wise Mind	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
2. Observe: just notice (Urge Surfing)	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
3. Describe: put words on	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
4. Participate: enter into the experience	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
5. Nonjudgemental stance	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
6. One-Mindfully: in-the-moment	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
7. Effectiveness: focus on what works	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
8. Objective effectiveness: DEAR MAN	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
9. Relationship effectiveness: GIVE	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
10. Self-respect effectiveness: FAST	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
11. Reduce vulnerability: PLEASE	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
12. Build MASTERY	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
13. Build positive experiences	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
14. Opposite-to-emotion action (Alt. Rebellion)	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
15. Distract (Adaptive Denial)	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
16. Self-soothe	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
17. Improve the moment	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
18. Pros and Cons	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
19. Radical Acceptance	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
20. Nuts and Challenges	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
21. Other	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
22. Other	Tues	Wed	Thurs	Fri	Sat	Sun	Mon
23. Other	Tues	Wed	Thurs	Fri	Sat	Sun	Mon

Initials:

Date Started:

How often did you fill out this side?

____ Daily ____ 2-3x ____ Once

	Urges to...			Emotions					Actions				
	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5	0-5
Tue													
Wed													
Thurs													
Fri													
Sat													
Sun													
Mon													

NUTs and Challenges

(Negative Unhealthy Thoughts)

- Read through all of the NUTs.
- Choose **TEN** NUTs that you use the most.
- Give at least two examples of this NUT. One example of how you used it at home and one example of how you use it now.
- Use at least two challenges for each NUT. One of the challenges ***must*** be from the eleven challenges listed in the assignment.
- You must have all eleven challenges memorized, and demonstrate good knowledge of how to use them.

N.U.Ts.

(Negative Unhealthy Thoughts)

As you read through the NUTs, notice that a person usually has more than one NUT at the same time. For example, “I know they’ll think I’m fat” is Assuming, Predicting the Future, Mind Reading, Awfulizing, Musterbating and possibly more.

Also, notice that over half of the NUTs fall under the category of AVOIDING. Many people have a difficult time accepting things that are unpleasant, so avoiding may seem like the easier way out.

- **Blaming** – When blaming the event on something or someone else, we avoid responsibility for our part. We don’t want to get punished for what happened, so we try to prove it wasn’t our fault by making others look guilty.
- **Personalizing** – Blaming ourselves for things that have little or no connection with us. Or, when someone makes a general statement speaking to the group as a whole, we take it personally, thinking that they are talking to us. We may get offended or upset over something that has nothing to do with us.
- **Overconfident** – We believe that things will work out just like we want them to. We believe that we are triumphant over our problems and behavior and are no longer at risk for failure. We tend to overestimate the amount of change that we’ve made.
- **Perfectionism** – We believe that we must be perfect or do everything perfectly. By using this thinking error we have already failed because no one can do everything perfectly. We upset ourselves over the impossible. All we can do is our best, nothing more.
- **Seeking Approval** – This becomes a thinking error when we believe that everyone needs to think we’re great. We regularly want “pats on the back” to show people how well we are doing. We do things so that others will see us, instead of doing it for the right reasons.
- **Musterbating** – The belief that life *must* be easy, it *must* be fair, others *must* treat me with respect, I shouldn’t (*mustn’t*) have to struggle or feel pain. Basically, it’s thinking that something *must* happen a certain way. There is no universal law that says everything *must* happen the way we think it should happen.
- **King Baby** – We want things done our way or not at all. We expect others to obey our every command. “I want it when I want it”. We’ll manipulate however we must to get our needs met. How others want to do something is not important, we want it done on our terms.

- **Entitlement** – We believe that we should be rewarded for being who we are. We think others owe us something or should give us something because we deserve it. We think that others are supposed to do something for us because it's their obligation or duty.
- **Impatience** – We feel like we need something **right now!** We become irritated, annoyed and even desperate because we don't like to wait. We may lose our temper, damage relationships or make poor decisions, all because we're impatient.
- **Avoidance** – Many NUTS fall under this category. Sometimes, we don't want to feel certain emotions such as; sadness, frustration, confusion, anxiousness, guilt etc. so we avoid the subject all together. It may seem like the easy way out, but many problems will never get solved because of avoiding.
- **Denial** – This is when we refuse to recognize or acknowledge something that is true or possibly true. By denying, we don't have to worry about changing anything and we don't have to see our part in it.
- **Lying** – When we deliberately and knowingly deceive someone. By lying, we distort reality and confuse people to avoid consequences and responsibility.
- **Lying by Omission** – This is telling a half-truth. We leave out certain facts that may cause unwanted consequences. For example, when John is confronted about partying he says, "I drank some alcohol." It's true that he drank some alcohol, but he doesn't mention that he also smoked weed and used cocaine.
- **Procrastination** – We put things off that we don't want to do. We tell ourselves that it's too difficult to do right now, so we'll do it later. This NUT can cause high anxiety and stress, and a tendency to never accomplish the task.
- **Awfulizing** – This is simply making things seem worse than they really are. It might be difficult or highly undesirable but it's usually not as bad as we think. This NUT goes hand-in-hand with maximizing.
- **Maximizing** – This is simply blowing things up, making them a bigger deal than they really are. Oftentimes, it's a simple problem with a simple answer, but we make it a huge problem causing ourselves unnecessary stress and worry.
- **Minimizing** – This is the opposite of maximizing, by making something seem less than it really is. "I only pushed him, I didn't punch him." "I'm just doing weed, not the hard drugs." "I only skipped class once this week." Minimizing is simply a way to make our behavior look "not that bad."

- **Filtering** – This is when we hear only what we want to hear. Sometimes we only want to hear good things about ourselves or others, and sometimes only bad things. This is when certain information “goes in one ear and out the other.”
- **Demanding** – This NUT goes hand-in-hand with entitlement and impatience. We demand things to get something done **right now!** Demanding can also be a way of intimidating someone. This can create defensiveness from others and a false idea that we can always get something by demanding it.
- **Victim Stance** – This is a way of saying, “I am who I am” or “I do what I do” because of all the bad things that happen to me. When *playing the victim*, we try to blame everything else for our behavior, thus avoiding accountability. The underlying message is; life’s so unfair and everyone’s out-to-get me. Some common examples are; “no one ever listens to me,” “no one ever sees the good things I do, only the bad things,” “I never do anything right. I’m such an idiot,” “It doesn’t matter what I say, you won’t believe me anyway.”
- **Over Analyzing** – This is when we try to find all the possible causes by looking at each and every little detail, until we have confused ourselves and missed the more simple explanation.
- **Seeking Sympathy** – Goes hand-in-hand with victim stance. This is simply trying to get others to feel sorry for us. We hope they’ll “*go easy*” on us, by feeling sorry for us. We want others to see how much we have suffered, so our behavior looks more justified.
- **Justifying** – When we justify, we’re trying to prove that what we did was ok. We want others to say, “Yea, I can see why you did that.” Some examples are, “Everybody does it.” “He did it and you didn’t get mad at him.” “I had to do something.” “He started it. I was just standing up for myself.” “He deserved it.” “I forgot.” Even if these things are true, it doesn’t justify our behavior. We’re still responsible for what we do.
- **Assuming** – Believing something is true when there is no proof. Usually, we are assuming the worst and draw conclusions about something that isn’t even true.
- **Mind Reading** – This is simply assuming what others are thinking.
- **Predicting the Future or Fortune Telling** – This is assuming what will happen in the future. We usually believe that something bad is going to happen rather than good. We worry about things that haven’t happened and may never happen.
- **Excuses** – This is trying to find reasons for the things we do. Oftentimes, when a person is held accountable for their actions, they automatically give excuses rather

than take personal responsibility.

- **Rephrasing** – This is manipulating the meaning of a statement or question for our benefit. “Why didn’t you do your assignment this week?” “I’ve done my assignment for the last three weeks.” “Have you saved your money to repair the property you destroyed?” “I don’t think the others have saved up their portion yet.”
- **Uniqueness** – We believe that we are so special that the rules don’t apply to us. We believe that we are one-of-a-kind and unlike all other people. Some examples include, “no one can understand what I went through.” “Help them but don’t waste time on me, I’m a hopeless case.” “I know therapy helps others but it won’t help me.”
- **Belittling** – This is making fools of other people so we feel powerful and in control. Teasing, criticizing, humiliating and embarrassing are regularly used to belittle people.
- **Fronting** – This is acting one way when we’re feeling another way. This becomes a problem when we front to cover up feelings that need to be dealt with. For example, acting happy when we’re really sad, or pretending we’re o.k. with something when we’re not.
- **Vagueness** – This is when we give very little information to avoid something. We are *vague* and unclear to avoid talking about it. “What did you do?” “Nothing really bad.” “Did you hurt someone?” “No.” “Well, what did you do?” “I broke a little rule.”
- **Anger** – Sometimes, we use anger as a way to push others away or to avoid something. Instead of talking about the issue, we throw tantrums, act aggressively, respond sarcastically or fly into a rage. This can distract people so they focus more on the anger than the real issue. Sometimes, we use anger to intimidate or threaten so we can feel in control.
- **Secretiveness** – Sometimes, we want to keep secrets about ourselves so we don’t need to trust or open up to others. By keeping secrets, we feel powerful and in control, but in reality, the secrets maintain power and control over us. Often, people keep secrets because they are afraid of rejection.
- **Playing Get-Back Games** – This is when we want to “one up” others. We quietly keep score, or remember all the bad things that others have done, so we can bring it up later for our benefit. We don’t want to work things out; we just want to “get even.” We don’t want others to feel like they’re winning or getting the best of us.
- **Splitting** – Is often used against parents and authority figures. One example is going to dad for money because mom said no. Or, acting like a perfect angel around dad because he’s strict, while intimidating mom because she’s easy to manipulate. It’s used to split people that should be united, trying to get one or the other on our side.

- **Changing the Subject** – This is simply done to avoid talking about something undesirable.
- **Confusion** – When using confusion, we present ourselves as puzzled about the situation so people won't blame us. If they think we are confused then they'll help us, not get angry with us. It's another way of "playing dumb" to get sympathy and avoid responsibility. Some commonly used confusion statements are; "I didn't know." "No one told me that." "I can't remember." Even if we really "can't remember," or "didn't know," doesn't mean we are not responsible for what happened.
- **Helpless** – This is when we present ourselves as incapable and unable to do something. People using helplessness will often use their problems or disabilities as an excuse to not try. "I don't know how" may be an excuse for laziness. "I can't" really means "I don't want to."
- **It's All Good** – This is pretending that everything is fine, and there's nothing that needs to be fixed or worked on. This is a form of fronting and a way to avoid something. When people ask how we're doing we respond, "It's all good."
- **Mr. Good Guy** – These people will present themselves as really nice and caring about people, but this caring attitude quickly disappears when an opportunity for personal gain or pleasure presents itself.
- **Fearless** – People using this NUT tell themselves, "Nothing scares me." They cut off the fear that prevents most people from doing what's wrong. They block out the fear so they can do what they want. For example, "I don't care if I get caught." Or, "I'm not scared of prison," "I'm not afraid to die," etc.
- **Slacking** – This is doing the bare minimum and nothing more. This way we can avoid anything hard or difficult with little investment.
- **Lack of Empathy** – These people don't think how their actions affect others (except in the obvious physical sense). They have no concept of emotionally hurting others or causing mental pain. They can't "put themselves in another person's shoes."
- **Silent Power** – This is sitting in silence, refusing to speak or answer people. Some people use this NUT to avoid something or to feel powerful and in control of the situation. They may enjoy watching others become more and more frustrated as they continue to be silent. This can also be used as a way to "get even" with someone by giving them the "silent treatment."
- **Magical Thinking** – We think that our problems will just *magically* go away. We tell ourselves, "I'm not going to think about it. I'm sure everything will turn out fine." This becomes a problem when there is clearly an issue that needs to be addressed, and the problem will not "just go away", but may possibly get worse if avoided.

- **Self Invalidation** – This is when someone doesn't recognize their good qualities and progress, but only sees their weaknesses. When they get praise they don't believe it, but when people say something bad about them, they do believe it. This NUT allows them to keep feeling bad about themselves.
- **Rationalizing** – This is a form of justifying. It's when we try *really hard* to come up with *some reason* to explain our behavior. Even though our reason is highly unlikely, we use it to justify what we've done. For example, "If I don't use drugs my life will be boring." Or, "Cutting is the only way I can cope."
- **Intellectualizing** – Also a form of justifying, when we intellectualize we ignore our feelings and try to give a very *intellectual reason* to explain the issue. We try to use our "superior intellect" to come up with some intelligent reason for something. We analyze the subject and give our philosophies about it. This NUT could also be called "Philosophizing."
- **People Pleasing** – This is when we do and say what others want us to do and say. Also known as "butt kissing." We believe that by doing this people will like us and possibly give us special treatment. Sometimes, we don't speak our mind, we just agree with what others say so they think we're on their side. We don't want to disagree with someone because we may offend them and they won't like us anymore.
- **Tailoring** – This is when we say things differently depending on who we are talking with. For example, we explain ourselves one way around our friends and another way with our parents. We are "tailoring" our answer for our benefit.
- **Black and White Thinking** – This is when we think in extremes. It's all or nothing. We don't think in the "grey" area. We tend to be overly dramatic with our responses. Words such as Always, Never, Everyone, Nobody are examples of black and white thinking.

Challenges for NUTs

The following are 11 different ways to challenge your NUTs. Try to pick the best challenge for each NUT.

Remember, thoughts cause feelings. If you don't like how you're feeling, then you must change the thought.

Identify the NUT. This is the first one for obvious reasons. You must realize that you have a NUT in order to challenge it. When you are **feeling emotional**, this is a SIGN that you may have a NUT. Pay attention to your emotions and it can help you identify what you're thinking.

The Double Standard Method. Ask yourself what you would say to someone you really care for. Would you say to them, "You are a stupid piece of crap that never does anything right." No, you wouldn't. This would be cruel and illogical. So why do you say these things about yourself. You see, you are holding yourself to a *different standard* than others you care about. You don't think that way about them, so why think that way about yourself?

Evidence or Proof. Ask yourself, "Do I have any evidence or proof that what I'm thinking is true?" For example, "Do I have any *evidence or proof* that I can't go to college?" "Do I have any *evidence or proof* that no one will love me?" "Do I have any *evidence or proof* that I will never be happy?" No, you have no evidence. You may think, "But it never happened in the past. Isn't that evidence?" Just because it didn't happen in the past doesn't prove it will be the same in the future. In fact, many people have failed in the past but succeed later.

Alternative Interpretation Method. Find different ways to interpret what happened. Find other possible explanations. For example, if someone looks at you strangely you may think they don't like you, but what are some other possible reasons for looking at you strangely? Maybe, they think you're cute or you remind them of someone. Maybe, they're just in a bad mood. Maybe, they look at everyone strangely, or maybe they didn't think anything at all.

Inquiry Method. (Just ask). Instead of assuming or mind reading, just ask the person.

Pros and Cons Method. Ask yourself the pros and cons of thinking a certain way. Making a list may be helpful. For example, list the pros of thinking, “I’m a loser” and the cons of thinking, “I’m a loser.”

Pros

- 1.
- 2.

Cons

- 1.
- 2.

Experimental Method. Do an experiment to test your thinking. If you think, “He’ll turn me down if I ask him out” challenge it. Go ask him out and see what happens.

Change Self - Talk. Just changing our language can help us. Instead of saying, “I *can’t* do this;” say “I *can* do this.” Instead of saying, “I look like crap,” say “I look pretty good.” Even if we don’t believe it, it’s still more helpful than always saying negative things, plus we may come to believe it later.

What If Method. This is simply asking the question, “What if?” For example, ask yourself, “*What if* he does think I’m ugly? *What if* he does turn me down? *What if* I do flunk the test? So what? Are you going to die? Can you survive? Will the world come crashing down around you? NO! You’ll survive. Just change self-talk and move on.

Universal Law Method. Ask yourself, “Is there some *universal law* that says people can’t disrespect me?” “Is there some *universal law* that says I can’t be bored, sad or depressed?” “Is there some *universal law* that says I can’t fail and I have to be perfect?” “Is there some *universal law* that says people must do what I want?” “Is there some *universal law* that says people can’t be rude, mean, dishonest or selfish?” NO! There is no universal law, so change what you can and let the rest go.

Is This Helpful? Sometimes, the easiest way to challenge a thinking error is to ask, “*Is this helpful?*” Is it helpful to think about how much you hate that person? Is it helpful to keep thinking you’ll relapse? Is it helpful to keep thinking you’ll fail the test? Is it helpful to keep thinking you’re a piece of crap? No. It’s not helpful in any way, so why keep doing it? By simply asking yourself, “Is this helpful?” may help you realize what you’re doing to yourself.

Theatre of Pain

The Theatre of Pain is a tool to help you discover the masks and defenses which have become a part of your daily behaviors. This exercise will help you focus on three different aspects of yourself:

- The way you try to appear for certain groups of people who are important to you. Through examining these “Masks” you will learn that you often try to wear different faces for different people.
- The way you mistakenly hide your behaviors, thoughts, feelings, and memories, hoping that it will eventually go away.
- The things that you used and did to hide from yourself and others.

This exercise can help you begin to understand who you are and who you aren't. How your different masks have influenced your life, and which areas of your life need changing. That you don't need to change who you are in an attempt to please everyone, and you don't need to build a huge wall against all the things you don't like about yourself. Hopefully, you'll start to accept certain things about yourself, and begin showing others the “real you.”

*There are two major parts of the Theatre of Pain assignment. What you do in front of the curtain, when you are on stage acting. The second is what you do behind the curtain, when you are done acting and are alone with yourself.

In Front of the Curtain

(ON STAGE ACTING)

Think of this assignment as a theatrical show (a play) of all the different ways you acted for people. Imagine yourself acting these characters on a stage in front of an audience in front of the theatre curtain. In front of the curtain when you are acting on stage, you will complete the section of “Acts” (like the different acts of a play). There are four acts dealing with other people, and one section focusing on your ideal self.

- Call ACT ONE, “Ways I tried to appear for my family.” Then list all the ways you acted for your family.
- Call ACT TWO, “Ways I tried to appear for your friends.” Then list all the ways you acted for friends.
- Call ACT THREE, “Ways I tried to appear for my significant other.” Then list all the ways you acted for your significant other.
- Call ACT FOUR, “Ways I tried to hide from myself and others.” Then list things you did to hide from yourself and others. For example, running away, isolation, violence, sleep, food, drugs, cutting, clothes, music etc. Maybe, you want to put these on your stage curtain.
- Finally, under the section called “Ideal Self” describe the person you wish you could make yourself into! How would you look? How would you behave? What values would you have? Describe what your life would be like.

For each act describe the “props” you would use for that act. For example, props for a theatrical play may be trees, light posts, houses etc. Some of your props may be drugs, knives (for cutting), clothes, music, makeup, skate parks, the mall etc. Would you use a different character name for a certain act? Design your play however you want. Be creative!

Behind the Curtain

These are the aspects of your self and your life which you are trying to hide. This section has five parts.

- List all the behaviors you have done which you are ashamed of. Call it, “Things I’m Ashamed Of”
- List all the painful memories that you wish to keep buried. Call it, “My Painful Memories”
- List all the painful beliefs you have about yourself which you don’t want anyone to know. For example, you might believe that you’re worthless, unlovable or ugly. Call it, “Painful Beliefs About Myself”
- List all the painful feelings that you feel you can’t express or feel you shouldn’t express. Call it, “Painful Feelings”
- List all the different secrets you’ve been keeping that should be revealed. Many secrets hurt our self worth and confidence. Call it, “My Secrets”
- For the last part, list all the different fears that you have. Call it, “My Fears”

Out of the Abyss Assignment

In the journey of every Hero, there comes a time when the Quest has been achieved – dragons have been slayed, magical elixirs have been retrieved, etc. Whatever the achievement, the journey has represented a refining, strengthening, healing, etc. experience that is to be honored, celebrated, and ultimately recognized as emerging out of the abyss and a step toward other journey's to come. Consider the following words – the last sentences in Nelson Mandela's autobiography:

I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can rest only a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not yet ended.

This is only one paragraph in a 544 page book and only one moment in a long life, including 27 years he spent in prison. But it highlights a few important lessons that are often at the core of any heroic journey:

- Mistakes are made, even when doing good;
- Reminiscing upon the distance one has come brings added gratitude, perspective, appreciation;
- With freedom from former self/vice/addiction, etc. comes responsibility to self and “other,” e.g. family, community, God, etc.;
- Even after accomplishing a goal/overcoming a trial, there are many more “hills to climb”;
- The “vista”/view/perspective after overcoming a trial/accomplishing a goal is “glorious”;
- This has been a grand hill and a great triumph. Don't linger, for the long walk has not ended!

In the spirit of such successes that you are invited to share your experience and learning through the following Out of the Abyss Assignment!!

Prepare a written or experiential sharing of your journey and learning in the following areas!

Obstacles/Challenges/Mountains Summited: What formidable challenge(s) have you overcome in your life? Why was this such a challenge for you? What did this mean to you? *[Reflect on your challenge(s) that have been overcome or are in the process of being overcome – your Dragon Parable work may assist you well here.]*

Resources/Strengths Used: What strengths did you utilize in order to accomplish your goal/overcome your mountain/obstacle? You may reflect on the strengths you identified in your IVA profile. How were these used and when? *[***NOTE*** This refers to a separate preliminary assignment: the VIA Character Strengths Profile to identify their top strengths and then also complete one or two assignments (e.g., tasks/quests) that help(s) them familiarize themselves with their strengths and even practice/deepen them more. Student may look through her story and specifically label character strengths. This leads to a greater recognition of student's own capabilities and areas to use to meet challenges in the future. Using character strengths is what Aristotle called **goods of the first intent**: they are a joy and the reward in and of themselves.]*

Weaknesses Overcome: What areas did you improve/refine/learn in order to meet this challenge? How were these utilized? *[Student will look at improved areas or new skills learned and utilized to overcome challenge/self.]*

Sacrifice: What/who did you give up in order to meet the challenge/reach goal? What did this/these sacrifice(s) mean to you? What did you get in return for your sacrifice(s)? *[Student will understand that in order to get something valuable/worthwhile, she must give up something(s). Student will understand that in order to become who she wants to become she must give up/sacrifice who she is.]*

Mentors/Guardians/Companions/Secular Angels: Who has taken a special interest in you and encouraged you? Who has/does believe in you? What have/do they believe about you? Who has inspired you? Where did that inspiration lead you? Who has blessed you? In what ways were you blessed? How were you benefitted by these mentors/guardians/companions/angels? How did this help you overcome the challenge/reach the goal? *[Student will have increased feelings of gratitude, appreciation, loyalty, love, and connectedness.]*

Grace (blessings/gifts that are not merited): What blessings/gifts have you received that have little to nothing to do with what you have done?

Metaphors: From the base of your climb to the summit, how has your story changed? Language? Metaphors? Heroes? Villains? Victims? Friends? Etc. *[Student will have reformulated her story (in part or in full) and metaphors therein to be more optimistic, grateful, humble, connected, compassionate, and loving to self, family, and others.]*

Responsibility: To whom am I responsible for who I am, who I am becoming, what I've done/what I do? Why am I responsible to these people? What do they mean to me? *[Student will gain increased connectedness and loyalty to others, family, community, humanity, God, universe, etc.]*

Impact Letter Guidelines

Hello Solstice Parent!

“The Impact Letter” parent assignment for Separation Phase at Solstice represents a letter from you that captures your own pre-placement experience with your daughter. The following guidelines are provided to assist you in writing this letter, which will be given to your daughter by her therapist and explored with her in individual and family therapy with you.

Remember...

First, this is your letter, not your therapist’s, your spouse’s, etc. As you consider these guidelines, remember they are meant to assist you in expressing your thoughts, feelings, and experience. Do not become so concerned with “getting it right” that you lose sincere and honest expression of yourself.

You may have hard things to say – that is anticipated. You may find that as you write, your reflections and feelings become stronger and begin to influence your writing more. This too is expected and often an important part of the process. Your therapist will review the letter with you when you have completed it to ensure it appropriately communicates your **experience** versus **blame**. Both may draw attention to harder, even hurtful, experiences you have had with your daughter. One invites her to respond to you, the other provokes her to resist you and blame you in return. Discuss this with your therapist if needed.

Impact of What?

“Impact” here refers to two things in general: (1) the impact of your daughter’s choices/actions at home on you and your family, and similarly (2) the impact of your own choices/actions that may have contributed to further difficulties between you and your daughter. Addressing the first helps focus your daughter’s attention on her behaviors at home and their impact. Addressing the second helps *keep* your daughter focused on her own behaviors (versus you) by clarifying accountability for your own actions. This in turn also models “taking personal accountability for one’s own actions” for your daughter. This is important for both of you in your overall Solstice journey and a critical life skill.

Writing the Letter

You may consider organizing your thoughts according to three areas – “**What?**” “**So What**” and “**Now What?**”. You’ll address the first two in this letter; you’ll follow-up on the third via other letters and/or calls.

What? (i.e., what happened?)

- 1) Impact of behaviors in your life
 - a. What behaviors of your daughter’s had a negative impact in you and your family?
 - b. What behaviors of yours in turn had a negative impact on her and your family?
 - c. What was the impact of the above on your life socially, emotionally, in relationships, work, etc.?
 - d. What was the impact on other family members?
 - e. What were the feelings you experienced in this process; describe the intensity of these feelings using statements such as “I felt...” versus “You made me feel...”

So What? (i.e., results of what happened)

- 2) Decision to place
 - a. How did you come to the decision for your daughter?
 - b. How come it became necessary (i.e., what specific factors led you to believe this was necessary)?
 - c. Describe the experience of making this decision and how it has impacted you.

As you consider the above, use the areas noted as starting points. You may find that in addressing one, you’ve addressed others. That’s fine; avoid redundancy and keep it simple. When you’re finished, email a copy to your therapist for review. Thank you for your efforts and please follow-up with your therapist with further questions.