Gateway Academy's

Parent Handbook



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Introduction

Welcome to Gateway Academy, we are thrilled to be working with your son and family. Gateway Academy welcomed our first student August 2002 and throughout the years we have been privileged to serve hundreds of young men and their families. We applaud the commitment you have made in choosing Gateway Academy to provide the healing environment for your son to be is best self. In turn, we commit to you that we will create a nurturing home environment where your son will feel welcomed, challenged and invited into his true self.

This handbook includes information for all those questions that might arise while your son is with us, it includes information about; who to contact for what, the daily schedule, school information, therapy, visits, phone calls, and more.

Please feel free to contact us directly with questions as well.

We look forward to working with your son and your family!

Gateway Academy Staff

Draper

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Program Philosophy & Design

When the owners started Gateway in 2002, it was with one singular intention: to focus on the unique needs of the individual boy while providing the most state-of-the-art, evidence-based, treatment and academic program in the industry. The Gateway's owners remain committed to this intention by being actively involved in day-to-day operations and ongoing incorporation of current clinical and academic research.

Our mission is to be the premier residential treatment center dedicated to the healthy development and healing of adolescent boys. Gateway is a place where a boy can heal and reach his full potential.

We create intentional interactions. From therapy to academics, outdoor adventures to social encounters, every interaction is designed to contribute to a boy's healing and growth.

At Gateway, every experience – his therapy, his academic experience, the rhythm of his day and the interactions he has with teachers, mentors, and fellow students – is designed to support him.

Therapy is individualized. Each young man receives weekly individual and family therapy, daily group therapy and on-site psychiatric services. In addition, opportunities for healthy development are intentionally woven throughout every moment of the day. In the classroom, for example, a boy might discover newfound confidence as he solves a challenge for the first time. Finding the next handhold on a rock climb helps him extend that confidence to another context. With purpose and intent, each of our five integrated programs test and reinforce clinical gains at every turn, allowing him to grow emotionally, intellectually and physically.

Weekend Schedule

During the winter, students ski, snowboard, and volunteer in the community. During the summer, spring and fall, students participate in overnight wilderness trips where they gain skills in; white water rafting, rock climbing and canyoneering, and participate in community service.

Outdoor Experiential Programming

Experiential Curriculum will be formalized into 4 distinctive blocks.

CURRICULUM	SCHOOL TERM	TRIPS	SAMPLE CURRICULUM
BLOCK 1 ROCK CLIMBING	**Term 1 August, September, October**	**Single Overnight & Weekend Trips TBA**	**LNT Training Camp Set Up And Cooking Basic Skills And Gear Training Groundschool Capstone Expedition Trips**
BLOCK 2 SKIING/ SNOWBOARDING	**Term 2 & 3 November – March**	**Two Holiday Trips**	**Dressing For The Elements Gear Maintenance Utilizing Public Ski Resorts**

BLOCK 3 CANYONEERING/ BACKPACKING	**Term 4 April, May**	**Three Small Group Trips 5 Days Each**	**LNT Training Camp Set Up And Cooking Basic Skills And Gear Training Groundschool For Canyoneering Capstone Expedition Trips**
BLOCK 4 RIVER	**Summer Term June, July**	**Two Weekend Trips Two 6 Day Trips**	**LNT Training Camp Set Up And Cooking Basic Skills And River Gear River Safety And Rescue, Swimming Capstone Expedition Trips**

Therapy Schedule

Group therapy is held daily Monday to Friday for an hour and fifteen minutes. Two therapists co-facilitate the group. When needed by the current students, topic specific therapy groups, such as trauma, or anxiety, are held in the afternoon.

Individual and family therapy are held weekly at times arranged by the therapist and families.

Academic Overview

Gateway Academy offers an accredited educational program designed to help each student attain his academic potential. Gateway's school is nationally accredited by AdvancED. Gateway's smaller classroom setting provides an intimate learning environment where each student receives the individual attention and support he needs to achieve. Academic instruction is tailored to accommodate each student's individual needs and learning style. The Sparks program also assists in the student's learning process.

Sparks is Gateway Academy's fully integrated brain-based, fitness, and movement program designed to optimize educational and therapeutic learning.

In response to new developments in neuropsychology and neuroscience, Gateway Academy has carefully redesigned and significantly enhanced its therapeutic and education program by

integrating targeted exercise, movement, and cognitive fitness activities known to augment learning, improve academic performance, and enhance therapeutic results.

Movement accelerates the flow of blood and key nutrients to the brain, which improves the ability to take in information, process it, remember it, and put it into context.

Academic Mission Statement:

Gateway Academy uses SPARKs Brain Rules to enhance each student's academic and emotional learning. We provide both an encouraging and challenging academic environment where students develop into effective communicators, problem-solvers, and life-long learners.

Gateway's Academic Program and Faculty Provide:

- A student-focused curriculum geared toward allowing each student to meet his individual academic potential.
- Partnership with therapeutic professionals to integrate the emotional and academic learning of students.
- Classroom instruction for grades 8 – 12 with an average class size of eight (8) students.
- Grade-specific student course load including: English, Social Studies, Math, Science, Spanish, Study Skills, Fine Art, and Physical Education.
- College-preparatory courses with high academic standards based on the Utah State Core Curriculum.
- Services and accommodations for students with learning differences.
- Opportunity to make-up credit and/or review missing academic concepts.
- Professionally licensed educators, carefully selected based on their expertise and passion for what they teach.
- Educators committed to continual improvement of their skills through participating in teaching observations, setting and achieving educational goals, and attending training in the areas of new educational methods and mental health.
- Educators as positive role models providing supportive assistance to the students' emotional, intellectual, physical and social needs.
- A comprehensive guidance program including: appropriate course placement for grade-level advancement, SAT/ACT scheduling and preparation, recommendations for

appropriate educational placement after Gateway Academy and assistance through the process of applying for college.

When a youth enters Gateway Academy, his academic progress and goals are evaluated. Transcripts are requested and reviewed from previous schools and an individualized plan is created for graduation. School runs year round, allowing for students to make up deficient credit.

Students at Gateway Academy attend classes Monday – Thursday on a modified-block schedule with English, Social Studies, Math, Science, and Study Skills courses meeting 1 ½ hours twice per week. Fridays are reserved for Spanish, Fine Arts Education, and Outdoor Recreation. Fitness class is done every morning 5 days per week for 50 minutes.

Since students attend classes on a traditional school calendar with 4 traditional nine week grading terms and an additional summer term, the student must make up all missed work while on home visits. Thus, students will be provided the assignments from each class they miss while at home and are expected to complete these assignments prior to returning to Gateway Academy. Please plan to set aside homework time while your student is home – it is a requirement of a successful therapeutic pass. Classroom instruction with a teacher is virtually impossible to fully make-up so parents are highly encouraged to consult the school calendar when planning home visits and extend already planned school holidays when possible.

An official transcript will be sent to specified schools following the students' duration at Gateway Academy. Transcripts are cumulative and will contain course grades, credit earned, and any standardized testing conducted.

PHASE BOOK

Here at Gateway Academy we use a phase system. The following is an excerpt from the students phase books and a rubric listing responsibilities and privileges.

Welcome to Gateway Academy!

As a student at Gateway, you will have the opportunity to learn about yourself in a safe, therapeutic, home environment. While you are here, you will have the opportunity to develop personal awareness through your relationships with the staff and peers, participation in therapy, outdoor adventures, and community activities. As you move through the five program phases, you will learn how to overcome self-limiting choices and develop skills to help you feel better about yourself and be more successful in your life.

Gateway Academy has five therapy phases: Orientation, Mapping, Cairns, Path, and Gateway. All the phases will be individualized to match your personal

strengths and limitations. Thus, you can progress on each phase by simply putting forth your best personal effort.

Every two weeks your progress and current phase will be reviewed. In order to advance to the next phase you simply fill out and submit a Phase Advancement Request form. (This form has been included for you in your Phase Book). The Phase Book also provides you an outline or "map" of what you need in order to advance to each phase. The therapy assignments on each phase help you develop insight into your thoughts, feelings and behaviors, create new coping skills, form healthy relationships, and plan for your future.

Everyone working at Gateway is here to support you and help you succeed. In your first week you will have the opportunity to choose a staff advocate. A staff advocate is your personal mentor—someone you get to choose, someone who you feel comfortable sharing your thoughts, feelings and experiences.

We hope you know we feel privileged to be a part of your process here at Gateway and we will do everything we can to help you succeed. As you participate in all the opportunities Gateway has to offer you, our hope is that you will learn new skills that will assist you in your life, help you feel better about yourself, and help you face and overcome the personal struggles that brought you to Gateway.

Sincerely,

The Gateway Academy Team

ORIENTATION

Getting Oriented and Building Trust

Your first Phase at Gateway Academy is **Orientation**. This Phase is designed to help you become familiar with your new surroundings and develop trust with your peers and the staff who are here to support you. During the two weeks you are on Orientation Phase, you will learn about your daily schedule, basic community expectations, how to use a *shift sheet*, and how to advance through each Phase of the program. As you ***apply your personal best*** you will be able to advance through each Phase and at the same time gain a better understanding about yourself.

MAPPING

Awareness and Self-Exploration

Congratulations and welcome to **Mapping Phase**! As you know, maps are used to help us find our way through unfamiliar territory. Similarly, Mapping Phase is designed to help you explore unfamiliar aspects of yourself. Specifically, on Mapping Phase, you will learn how to recognize the way your body responds to your personal thoughts and feelings and how to express yourself using "I feel" statements. On Mapping, you will also have opportunities to identify self-defeating patterns that interfere with your relationships and positive choices. You will also learn how to identify and consider both your emotions and logic to help you make healthy life decisions and cope with difficult feelings and stress. Don't forget Mapping is all about self-exploration and increasing your self-awareness to help you ***feel better about yourself and be your personal best***.

CAIRNS

Action: Understanding Self-Defeating Patterns and Practicing Coping Skills

Way to go! You are now in **Cairns Phase**. A *"cairn"* is a pile of rocks, or some kind of marking/ guidepost next to a trail to mark the way. On Cairns Phase, you will take a more in-depth look at your thoughts, feelings and behaviors and how they impact you and your relationship with yourself and others. To help you in this process, you will learn how *mindfulness* can focus your self-awareness to assist you to develop your own set of cairns to keep you focused and help you stay on track. You will also develop and learn to use new personal coping skills to interrupt self-defeating patterns so you can stay in control and handle personal obstacles in your life more effectively. A big part of the Cairns Phase includes demonstrating the ability to be a *"Guide"* to your peers by being a positive example and providing support to your peers. In your role as a Guide you can ***practice being your personal best***.

PATH

Transformation: Clarifying Core Beliefs and Preparing for the Future

Good for you! Because you have shown leadership and demonstrated your healthy living skills, you have made it to **Path Phase**. Now that you are on Path, you use all of what you have learned about yourself to delve into your core beliefs and prepare for your future. While on Path, you will develop and practice additional ways to interrupt unhealthy cycles and handle personal challenges. Additionally, you will have opportunities to teach others about the skills you have learned regarding healthy living and ***reaching your personal best.***

GATEWAY

Transition: Entering your Future Prepared to Succeed

Congratulations! You have successfully reached the final phase—**Gateway.** A *gateway* is an entrance to a new place or opportunity. Because you have developed a better understanding of yourself and healthy living skills, you are now ready to plan for your next steps after Gateway Academy. On this Phase, you will solidify and practice using your coping skills, develop an aftercare plan, and complete your graduation proposal. Now it is time to use your wise mind to manage stress, make healthy decisions, build healthy relationships, and ***take your personal best into the future!***

Student Community Expectations

1. Be *where* you are supposed to be, *when* you are supposed to be there, doing *what* you are supposed to be doing. *Be prepared* with what you need for the activity or day.

A. Be present for each part of the daily schedule i.e., school, group, yoga, and fitness.
B. Be on time to scheduled programming.

C. Be attentive, participate, and remain on task

D. Be prepared by bringing any items out of your room that you will need for your day. You will not be able to return to your room during the school day.

E. Students on every phase are expected to ask permission before coming and going from a room. When you have earned "roaming" privileges you must get staff permission before leaving staff supervision

F. In order to utilize your earned privileges, you must show your phase privilege card to staff.

2. Maintain daily hygiene and manners. You are in charge of your daily personal hygiene; feeling good each day starts with positive self-care.

A. Be presentable and ready for the daily routine.
B. During morning hygiene, take a shower (use soap, shampoo, and conditioner). Shower shoes should always be worn in the shower.
C. After your shower time, complete your daily, hygiene routine by wearing deodorant, brushing your teeth, shaving, and combing your hair.
D. Hair should be out of your eyes. Haircuts are available. If your hair is getting too long, you need to request a haircut or request to be issued a Gateway-approved hair tie/band.
E. Regularly trim your fingernails and toenails to prevent in-grown nails.
F. No cologne or cosmetics are to be used by students while at Gateway.

3. Dress appropriately. When getting dressed for the day, pay attention to the day's activities and weather and dress accordingly. It is your responsibility to be dressed in compliance with the Gateway Academy Dress Code.

A. Each night change out of your clothes from that day and put on sleepwear. T-shirts and pajama bottoms must be worn during sleep hours.
B. Fitness attire includes active wear such as sweat pants, gym shorts, and a T-shirt. Underwear, socks, and gym shoes must be worn during fitness.
C. Socks and shoes must be worn at all times. Sandals without socks are okay in warmer months; however, sandals must attach to your feet (no flip flops).

D. Clothing should be clean and in good shape (no holes or stains on clothing).
E. Clothing may not have inappropriate graphics that reference violence, nudity, gangs, profanity, drug culture including people, bands and music that is associated with drug culture. Clothing may not portray negative images or message against society or groups of people.
F. Pants and shorts must fit your waist; pant size should be no larger than one inch from your waist size (no sagging).
G. Clothing for weekend outdoor experiential activities should consist of non-cotton, technical attire.
H. Winter coats cannot be worn indoors. Approved items for indoor warmth include sweatshirts and fleece.
I. Shirts must have sleeves (including sleepwear). No tank tops are allowed.

4. Complete assigned chores. You are responsible to keep your room clean and to complete your daily- and weekly-assigned community chores.

A. Chore times include daily and weekly chores. Daily chores take place before leaving your room each morning, at each mealtime, in the evening, and as needed throughout the day. Weekly chores include house deep clean, outdoor property cleanliness, and Gateway vehicles.
B. During each chore time the chore "Check" will assign chores, keep a count of chemicals, and sign you off as you complete your chore. The "Check" is a student who is practicing leadership and organizational skills. When the "Check" signs off your chore, they are assuming responsibility for that chore and are then responsible to finish the task if it was not appropriately completed.
C. Each morning before leaving your room, ensure you have completed your personal room checklist.
D. At each meal you will be responsible to complete your assigned chore and have it signed off by the "Check." Stay in compliance with cleanliness expectations during chores.
E. Before leaving a room, each student is responsible to ensure the room is left clean and in order. Take all personal items with you.
F. Each week you are responsible to do your personal laundry. This includes clothing and bedding. Use detergent and dryer sheets for each laundry cycle
G. Staff must always supervise use of cleaning chemicals. Make sure you are in staff sight if you have a cleaning chemical.
H. Utilize chore checklists in addition to the student assigned to "Check" to ensure you have completed necessary tasks.

5. Respect self and others/maintain safety. Maintaining emotional and physical safety is required of each student.

A. When communicating with peers and staff, use language and tone that is respectful of others. During morning hygiene, take a shower (use soap, shampoo, and conditioner). Shower shoes should always be worn in the shower.
B. Any concerns regarding the safety of self or peers should be reported to staff immediately.
C. Verbal or physical threats and aggression will be taken seriously and will result in immediate consequences.
D. In order to maintain emotional safety of self and others, do not participate in triangulation or gossip.
E. Any words, actions or topics that are deemed by staff to be inappropriate or unsafe are to be discontinued immediately.
F. Maintain appropriate physical boundaries and respect others' personal space. Appropriate hand greetings are acceptable (i.e., high fives, fist bumps, pats on the back).
G. Profanity is not allowed outside of clinical group and individual therapy.
H. Topics of discussion between students need to remain appropriate and within staff earshot. For example, no war stories or glorifying.
I. Students are expected to communicate opinions and feelings in a respectful manner.
J. All students are expected to maintain an atmosphere of respect and tolerance for individual religious beliefs, cultural differences, and sexual orientation.

6. Maintain personal modesty. Change in private in the bathroom or staff-designated areas. Keep your privates private.

A. Maintain personal modesty by changing your clothing in the bathroom stalls
B. You may not change in your room or any other place unless specified by staff for specific reasons.
C. When exiting the shower, you must have a shirt on and towel/robe completely wrapped around your waist while walking to the stall.
D. Students are expected to maintain modesty at all times.

7. Respect and do not damage property. All property, including, Gateway property, personal property, and the property of others, will be treated respectfully and used for its intended purpose.

A. Be responsible for personal items by keeping items where they belong. No lending, borrowing or sharing.
B. Personal belongings that are left behind will be confiscated and returned to the student as earned. An appropriate consequence or teaching assignment will be applied to earn the item back.
C. Should you choose to disregard appropriate use or respect of property, you will forfeit the privilege of using the property. Appropriate consequence or teaching assignment will be applied.

8. Ask permission to use electronic devices. Electronic devices include items with an on and off switch.

A. You must get staff permission before using any electronic item. This list includes, but is not limited to, the following: computers, flash drives, iPods, iPod docs, vehicle radios (including volume and channel selection), TVs, DVD players, air conditioners, heating units, exercise equipment, microwaves, toasters, coffee makers, stoves/ovens, fans, etc.
B. When in the computer room you must ask permission before using a computer.
C. In order to use the Internet, you must provide the staff with an approved Internet Pass.
D. Teachers and staff members will supervise all computer use.
E. You are responsible to follow all computer room rules. Any violation of rules will result in immediate consequences.

9. No contraband is allowed on Gateway Academy property. Contraband is defined as items that are forbidden because they are illegal, unsafe, or questionable.

A. List of items that are NOT permitted on Gateway Academy property include, but are not limited to: Drugs, alcohol, tobacco, illegal controlled substances, pornography, and weapons.
B. Students may <u>not</u> have personal possession of any of the following items: Medications, fire starters, busting kits (to be used only in organized, group settings), sharp objects (i.e., knives scissors, tools, headlamps, anything made of glass [including picture frames and vases] and inappropriate media items [including books, magazines, and music]). Cleaning chemicals (including liquid soaps and hand sanitizers), and hygiene items containing alcohol.
C. Personal busting kits may only be used in organized staff run groups and are isolated to the weekend team.
D. Possessing contraband is a serious violation of community expectations.

10. ANY exceptions to the community rules must be approved on an individual basis by staff and/or your therapist in writing.

Phase Book Terms

1) Advocate: The staff member who is working "one-on-one" with a specific student.

2) Arm's Reach: This is when there is a safety concern and the student must remain in arm's reach of a staff at all times.

3) Block: A student may receive a block when he has not followed through with an expectation that has been previously set. After 3 blocks a student will be placed on Refocus. Guides are only allowed 2 blocks. Additionally, a student cannot apply for the next phase if he has a block at the time of earnings group.

4) Communication Block: This is used as a therapeutic intervention where specific students are not allowed to communicate with each other for a period of time.

5) Dress Code:

- Pants and shorts need to fit. They cannot be 1" bigger or smaller than your waist. They should be clean and appropriate. No holes in the pants or shorts

- Shoes and socks must be worn at all times.
- During warmer months sandals may be worn, however they must attach to your feel
- Accessories, which include hats, need to phase appropriate.
- Clothing may not have inappropriate graphics that reference violence, nudity, gangs, profanity, drug culture including people, bands and music that is associated with drug culture. Clothing may not portray negative images or message against society or groups of people.

Hair

- When students are accompanied by Gateway staff for haircuts student(s) may get a basic haircut that is clean and well groomed.

Body Piercing/Tattooing

- Students are not allowed to get piercings or tattoos unless accompanied by their legal guardian/parent on a community or home visit. Piercings are subject to phase rules.

Fitness Class Dress Code:

- Fitness attire includes active wear such as sweat pants, gym shorts, and a t-shirt.
- Underwear, socks, and gym shoes must be worn during fitness.

Weekend Dress Code:

- Clothing for weekend outdoor experiential activities should consist of non-cotton, technical attire.

6) Expectations: These are guidelines set for each individual's personal progress. There are also specific guidelines for the program as a whole.

7) Guide: A guide is someone who has reached the Cairns, Path, or Gateway. A guide has the responsibility of giving support to others and upholding expectations of the program.

- Guide Expectations:
  1. Be willing to bring struggles and concerns to group.
  2. Give support and guidance to others.
  3. Participate in group therapy (working on self and giving feedback to others).
  4. Be humble and accountable for your mistakes.
  5. Help remind others of community expectations etc.
  6. Give insightful feedback on "snapshot" assignments.
  7. Be open minded and accepting of others, aware of not holding grudges and abusing power towards other peers.
  8. Be invested in your own personal progress.
  9. Continue to work on family relationships through honesty and open communication.
  10. Be honest.

- **Guide Group**
  1. Guide group is held weekly to discuss and learn about leadership skills & styles.
  2. Guides discuss how to bring their peers together in following community expectations, helping with chores, giving emotional support, and identify areas where the group is struggling. Guides will then work on implementing their plan in the group.

3. Utilize the guide meeting format located in the guidebook for your weekly meetings.
4. Guides will put in their input for the school student of the week.

8) IPOD, MP3, and Personal Music Players:

Personal music players will be allowed starting on Path phase with the following guidelines:

- Music players with the ability to connect to the Internet will not be allowed at any time during your time at Gateway Academy.
- No camera or video recording capability.
- Parents are responsible to check and approve music on their son's iPOD prior to sending the device. Students are responsible for the music on their iPOD's. Students may listen to their iPOD on a speaker with with group however if a student chooses to share explicit music over a speaker they may loose their iPOD privilege.

9) Off-Track: Off track is an intervention used when a student acts in a manner that is physically or emotionally unsafe for them or their community. Off track is reserved for inappropriate behaviors such as AWOL, bullying, aggressive behavior, dishonesty, or substance use. Off track time is to be utilized to focus on important treatment issues. A students therapist will give specific assignments that must be completed in order for a student to get on track. When completing these assignments it is possible for a student to be placed on a phase that was lower than their phase before going off track.

- A student who is off track loses all of their privileges.
- They may not socially communicate with staff or peers.
- They can communicate with peers and staff for therapeutic reasons through supervised check-ins.
- Off track students must remain in line of sight of staff.
- Off track students will have their parent social call limited to 5 minutes on speakerphone.
- Off track students may send and receive mail according to parent approved contact list.
- Off track students are expected to participate in all mandatory group activities.

10) Re-Focus: The day-to-day responsibilities of life at Gateway may at times become overwhelming. Sometimes it is valuable for a student to step away from the responsibilities and privileges associated with their phase in order to take time to re-focus. If a student behaves in a manner that is inconsistent with the phase that they are on, staff and therapists reserve the right to put a student on "re-focus". The main objective of "re-focus" is for a student to take time to focus on a specific aspect of their treatment. During this time, students work to return to a place where they can demonstrate the expectations of their phase consistently and express awareness

of the factors that resulted in their not meeting phase expectations. A student's therapist will determine when a student is placed back on phase.

- Privileges of a student who is on "refocus" are consistent with the privileges of Orientation
- They cannot watch the Friday night movie.
- Students on re-focus with pre-arranged community service projects will be required to continue these projects.
- Students on re-focus are expected to participate in all mandatory group activities.

11) Snapshot: Is a journal entry completed four times a week describing a specific incident or event the student would like to discuss including thoughts, feelings, behaviors, and demonstrating insight and understanding. This is part of a nightly routine where students can have "time in" for personal reflection.

13) Triangulation: This term is used when someone is talking about another person without that person being present.

STEPS FOR ADVANCEMENT

1. Every other week you must propose for advancement, or to stay on the phase you are on. This is done in the weekly earnings group.

2. Each of the five phases has a specified percentage of progress in order to advance to the next phase. Your treatment binder has a list of expectations for each phase and places for signatures that you have completed the expectations. It is your responsibility to get your own log sheet and treatment binder signed by staff.

3. You must complete the therapy assignments listed for each specific phase.

4. If you have a Block at the time of earnings group, you cannot advance to the next phase.

5. During Earnings group, you present your Application for Advancement to your peers. They will take a vote on if they feel you are ready to advance or not.

6. Turn in your treatment binder to staff for staff meeting, the staff will discuss whether or not you will advance, and let you know after the meeting.

Student Forms

Here are some examples of the work your child is completing. The first assignment is a daily journal, Snapshot, allowing the students to reflect on one aspect of their day; either school, daily life, therapy and their resulting emotions, thoughts, feelings and/or behavior. The second example is the Shift Sheet the students use during their day to track their progress, the sheets are signed either by a staff, teacher, therapist. The others are examples of specific phase assignments the students work on throughout their treatment.

"Snapshot" Assignment

Name: _____ Date: _____

1. Briefly describe the "Snapshot" or incident you will be working on:
   _____
   _____
   _____
2. What were you feeling during the incident/ behavior?
   _____
   _____
   _____
3. What are your feelings about it now?
   _____

_____

_____

4. What were your thoughts during the incident/ behavior?

_____

_____

_____

5. How were others affected by your behavior or the incident?

_____

_____

_____

6. What will you do to improve the situation (i.e. change behavior, discuss the problem with others, talk in group)?

_____

_____

_____

7. What personal insight or realizations have you made?

_____

_____

_____

Feedback: Written: _____ Oral: _____

Guide signature: _____ Date: _____

Developing Awareness Lifeline

The Lifeline is the first part of creating awareness around your Core Belief System. A Lifeline allows you to see a life as a whole, as a journey with a beginning, middle and end that is yet to be discovered. It is an opportunity to create awareness of where your journey has brought you.

Many people have difficulty with a multitude of issues. They range from depression, anxiety, grief, loss, self-esteem, sexually identity, substance abuse and dependence. Behaviors can be powerfully addictive as well. Chemically and behaviorally dependent people have significant gaps and voids in the memories because painful, traumatic or shame based events are often blocked from our awareness. They may be stored in our sub-consciousness. When we begin to recall our past and write down our Lifeline, we frequently get in touch with the deepest feelings and emotions. This is an important step on our road to healing, recovery and freedom. "Freedom is nothing else but a chance to be better," Albert Camus. Recent studies with shame find that an individual is often unable to access intellectual thought or problem

solving when experiencing shame. Be brave during this process of telling your story for worthiness lives inside the telling. Don't be afraid to tell about the times feelings or emotions got in your way. Accepting our feelings and not ignoring, medicating, or pushing them down them allows us to get in touch with hurt, loss, fear, shame, guilt, confusion, joy, courage and compassion all feelings that help you understand your Core Belief System. When you start sessions with your therapist, you will start a time line of life. If you completed a letter of accountability in a previous program, it can be used as well.

Begin your story at birth, your earliest memories and continue through the different stages of life up until your arrival at Gateway Academy. Remember, the Lifeline should detail the use of substances, chemicals, cutting, eating disorders, trauma, loss, legal issues and self destructive behaviors and the consequences of these actions. You may be in treatment for many different reasons. This telling will assist in others getting to know you and your successes and challenges. It will greatly aid in your therapy process as well. You will share the completed assignment in clinical group.

Instructions:

With a scroll of paper, on the right border, your age in years, make two columns. The right can be labeled negative (-) and the left positive (+). Positive traits of your life will be listed in the right column and negative in the left. See example below.

Age	Positive (+)	Negative (-)
0 - 1	Born April 12, 1988 To Jim and Mary Pasadena, CA Don't really remember	Dad was a drinker Mom and dad split
1 - 2	Lived in Pasadena Stayed with grandma a lot	Dad and mom divorced

Continue compiling list until present day.

Thinking Errors

The way we think can often cause us trouble. If we change the way we think, we can avoid problems such as conflict with teachers, friends or parents.

Changing how we think is hard work, because a lot of our thinking has become automatic. Some of these automatic ways of thinking are called "thinking errors." Some thinking errors help us avoid personal responsibility for our actions and behavior, while others help us manipulate a

situation or people to get what we want. Finally, with some thinking errors, we use others to make ourselves "look" better.

Some of the most common thinking errors are:

Excuse making: Excuses are a way of finding an explanation to avoid and to justify our behavior.

Blaming: Blaming is a good excuse not to solve a problem. Blaming is a way of making somebody else appear responsible for our behavior or problem. Blaming gets the focus off what we might have done, onto someone else.

Minimizing: Minimizing makes behavior seem insignificant or unimportant. It is most often seen when we are confronted with some irresponsible behavior and attempt to convince people that what we did was not so bad.

Lying: Lying is used to distort information, to avoid taking responsibility, and to make fools of others. When we use this thinking error we create turmoil and confusion so those around us can never be sure what is going on. Lying becomes a form of "power."

Victim Playing/ Entitlement: the major purpose of this thinking error is to manipulate and control others while justifying our inappropriate or hurtful behavior. It is a form of passive aggression and is used most often as a power play or to get back at others. The belief is, "If I don't get what I want, then I'm a victim." It is used to avoid responsibility, blame others, avoid solving problems, and to make fools of others.

Justifying: We have an explanation for why we behaved the way we did in an effort to make it seem O.K. We recognize our responsibility for our actions, but fail to recognize that what we did was wrong.

Avoiding/ Redefining: This is shifting the focus off an issue to avoid solving a problem. Redefining is a power play to get the focus off our behavior and us. It is answering a different question, one we want to answer rather than the one, which we were asked.

Uniqueness: This is believing we are so unique and special that the rules for others do not apply to us. It allows us to say that no one can understand us and, therefore, no one can tell us what to do.

Anger: Anger is an emotion that can be used in an effort to control and manipulate others. It is used to "get our way". Anger is expressed through tantrums, aggression, blaming and power plays.

Controlling: We expect to control others. Since we are "special," we think others should obey us. We use control (physical or psychological) to get out of trouble. Lying and manipulation are ways to gain power. We believe we have the right to control others, but they do not have the right to make any demands of us.

Power Plays: We use power plays to control situations when we are not getting what we want. Power plays stop communication and attempt to intimidate or force others to "give in." Many power plays take the form of passive aggression – this behavior is meant to hurt others or make them feel bad or guilty. This makes it difficult to discuss the problem.

Externalizing: This is the belief that external events cause all our pain, and we must control all events before our lives can be better. We think our moods are controlled by other people's actions and external events.

All-or-Nothing thinking: We see things in black-and-white categories. For example if our "performance" falls short of perfect, we see ourselves as total failures.

Assuming: Assuming is believing you know what others feel, think or are doing without checking out the facts to see if these things are true. Assuming is used as an excuse not to talk

with others or to act rashly or passively because you "know" what the other person is going to do or how they are going to react. Assuming supports not taking responsibility for behavior.

Closed Channel: Closed channel thinking is being secretive, closed minded, self-righteous, and not being open to information about you from others. It is not being open to new ideas or criticism. We believe we have power or control over others by keeping part of our life a secret.

Super optimism: Super optimism is believing that things are a certain way or will be a certain way just because you believe they will be. This permits us to function the way we want rather than according to the facts of the situation. "I think, therefore, it is."

Making fools of: This is how lying affects others. This is done by "getting over on" someone in authority by conning or fooling him or her does this. By setting others up to fight. By behaving sarcastic in ways to purposely frustrate others. We build ourselves up at the expense of others.

Vagueness: Vagueness is purposely being unclear to avoid being pinned down on an issue. It is an attempt to look good and say the right thing without really committing to anything.

Entitlement/ Ownership: "If I want it, it is mine!" Entitlement allows you to believe that anything you want is simply yours because you want it. It allows you to treat others like objects to be used and manipulated. Entitlement encourages jealousy and anger towards others and their possessions.

Image: Images stop us from having a true sense of self. We behave in ways that copy the behaviors of others, often famous, tough, or cool people. For instance, the image of a "victim" could be maintained for selfish reasons. A false or insincere image prevents us from attaining a sense of self.

Grandiosity: Grandiosity is making too big of a deal out of something to make it appear so totally overwhelming or completely unimportant that avoiding the whole issue is justified.

Build-up: Build-up is putting someone else down to make you look good. By making others feel, look, or seem worse off than us, we have the unrealistic conception that we are doing, feeling, or behaving better than we actually are.

Being Compliant: Being compliant is agreeing with someone or something when we really don't. Compliancy can get us out of taking responsibility for our actions. We often believe that by "agreeing" with others we will avoid conflict and they will like us more.

Inconsistent Personality: "I'm a really nice person, I'm caring and concerned about my family." However, we continue to lie and manipulate our family and only focus on our good points. This is done in an attempt to convince others and ourselves that we are "good, nice or caring."

Self-fulfilling Prophecy: When we believe something is true about ourselves, we often make our "distorted" beliefs a reality. "My dad is not very smart, and my mother is a drunk, therefore, I'll never be anybody, I'm not smart, and I'll never succeed."

Potentially Destructive Core Beliefs

ABOUT THE WORLD

__ Life is bad (hard or unfair)
__ The world is an unsafe place
__ People are basically bad
__ People are out to get me
__ Life is unfair
__ People lie to you
__ Authorities take advantage
__ You simply can't trust people
__ All stress is bad for you
__ Things are getting worse

__ No pain, no gain
__ The good die young
__ The world is doomed

ABOUT YOURSELF

__ I don't fit in
__ I'm not worthwhile
__ I'm a loser
__ I never do anything right
__ I am not accepted for who I am
__ I'm a dumb person
__ I am doomed
__ I hate my body
__ I don't deserve love
__ Things will never work out right for me
__ I'm not supposed to have fun
__ I should hide my feelings
__ I'm not respected
__ It's not O.K. to feel good
__ I'm clumsy (ugly, stupid)
__ I can't do it
__ I must always be approved of
__ I'm not creative (sing, draw, math)

ABOUT RELATIONSHIPS

__ People don't understand me
__ Relationships don't last
__ Friends ultimately fail you
__ I'm poor at communication
__ Men/Women only use you
__ If I love I'll be hurt
__ People take all of your energy
__ It's my job to improve others
__ People are weak
__ Sex is a weapon (bribe, joke, need)
__ If you really knew me, you'd hate me
__ People are naturally evil
__ Take all you can get
__ People can't be trusted
__ I can't get by without friends
__ If I don't look good, I'm nothing
__ I can't attract attractive people
__ Don't get over it, get even
__ My parents must approve of me
__ Everyone is out to get you
__ I have to try to make people like me
__ People use me for what I have
__ People will exploit my weaknesses
__ Others never see my success (effort)

__ I'll never be happy
__ I fail no matter how hard I try
__ I'm not normal
__ I ruin everything I touch

Potentially Useful Core Beliefs

__ I love myself
__ I can forgive myself
__ I am loveable
__ I deserve to feel good
__ I am a worthwhile person
__ I have the right to live
__ I have the right to be happy
__ I can be fair to myself
__ I am my own best friend
__ I do not need to be happy
__ I generally do my best
__The world is safe and friendly
__ I have lots of choices
__ I do not need to try to be accepted
__ I have internal resources
__ I generally ask for what I need
__ I do not fear others
__ I enjoy being with people
__ I enjoy the present moment
__ I know who (what where) I am
__ I am willing to open up to others
__ I generally do things well
__ I don't always need others
__ I can let others love me
__ I accept my past
__ I welcome my future
__ I can see the good in all life
__ I deserve to be happy
__ I bring out the best in others
__ Relationships are important
__ I appreciate myself
__ I deserve to be healthy
__ Faith can be developed
__ I am motivated to be better
__ I am not a victim
__ I deserve good relationships
__I can separate positive intentions from someone's negative actions
__ I can accept my parents imperfection
__ I am the source of my maturity
__ I like feedback more than failure
__ I can support myself emotionally
__ I am in tough with my feelings
__ I enjoy learning and growing
__ I take care of my body
__ I watch out for my interests
__ I can continually grow mentally
__ I will not let fear stop me
__ I give unconditional support to others
__ I love others unconditionally
__ I am forgiven for my past

__ I can accept praise and give it
__ I enjoy others opinions
__ I am a creative person
__ I accept imperfection in others
__ I am open to being acknowledged
__ I can accept my feelings
__ I will not personalize the actions of others

Relapse Prevention Assignment 1

Briefly describe in detail a trigger event (who, what, where, when)

_____
_____

Before the trigger event I was thinking (0-5 min)

_____
_____

Before the trigger event I was feeling

_____
_____

Before the trigger event my behavior was

_____
_____

During the trigger event I was thinking (instantly)

_____
_____

During the trigger event I was feeling

_____
_____

During the trigger event my behavior was

_____
_____

After the trigger event I was thinking (0-15 min, before internal dysfunction)

_____
_____

After the trigger event I was feeling

_____

_____

After the trigger event my behavior was

_____

_____

Graduation Proposal Format

1. "Who am I"
   Full name, date, and place of birth, where I live, members of my household, other family members, and significant aspects of childhood and/or family life.

2. "How I came to Gateway"
   Summary of past behavior, emotional, psychological, spiritual, relationships with family, other relationships (friends), school situation, legal situation, drug use, financial situation, other as necessary.
   Progression in prior programs (if applicable).

3. "What I did in Gateway"
   What did I change and how did I change it, emotional psychological, spiritual, relationships with family, other relationships (friends), school situation, legal situation, drug use, financial situation, other as necessary.
   What am I currently working on?

4. "Here and Now"
   What is my current plan for when I go home?
   What patterns might come back? Why? (worst-case scenario)
   What tools and/or supports do I have for each pattern? Others as necessary.

5. "Relapse Prevention Plan"
   What is my current plan for when I go home?
   What patterns might come back? Why? (worst-case scenario)
   What tools and/or supports do I have for each pattern? Others as necessary.

6. "Where do I see myself in five years?"
   Emotional, psychological, spiritual, relationships with family, other relationships (friends), school situation, legal situation, drug use, financial situation, other as necessary.

7. "Dedication"

Realizations, gratitude (who would you like to thank?) and others, as necessary.

8. "House Rules"
   At my home.

9. "Personal Expectations"
   Goals (if general, include specifics)

Manipulation Tactics

Here is a list of manipulation tools your child may have been using on a regular basis at home. The students are learning about how they have manipulated people around them in order to get their needs met. You may hear some of these terms discussed by your child as they start to take accountability for their actions. You will also want to be familiar with tactics your child may fall back into during the course of their treatment and aftercare. As treatment progresses, you will be able to more readily confront your child when these tactics do present themselves.

Lying - Either blatantly lying, or leaving out some, or all of the facts for your benefit.

***Misrepresenting* –** Altering what one parent said in order to persuade the other to meet your wants.

Irritation - Normally, the definition of insanity is acting the same way over and over, and hoping for a different result. However, in the case of manipulation this works if children know that eventually this *will* get a different result.

Examples of this include ***repeating*** your request over and over in order to wear your parents down until they say yes, or ***complaining***.

Or

Begging them by stressing Please, over and over in hopes that it will finally dawn on them how important it is with the 7th or 8th please.

Passive Defiance – Example. If you ask someone to do the dishes, and they do not want to, they may do them very slowly, or "accidentally" break a dish in the process.

Holding Your Family Hostage (either emotionally or physically) – Playing your music too loud if you are mad, or giving everyone the silent treatment while slamming doors around the house.

Withholding love – Never showing appreciation or gratitude for your family members.

Ambushing – When someone identifies the most advantageous time to make a request; i.e. the best time possible that will result in getting the answer they are looking for.

Example: ask to go to the movies when your parents are on the phone, or are fighting.

Guilt Tripping – Letting someone know how devastating it would be if they do not say yes to your request, or making them feel bad for saying no with phrases like, "don't you think I deserve it?"

Crying – This works well if your intention is to push a boundary that has already been set, or that you anticipate will be set.

Promises – Promising to follow through on a request, even if you do not intend to, in order to get what you want.

Splitting – Making the same request of your parents at separate times in the hope of persuading one of them to agree, and then using that to your advantage against the other.

Defiance – Blatantly ignoring the rules.

Bribing – Intentionally doing something nice in preparation for requesting something in return.

Threatening – Acting depressed or threatening harm to yourself or others in response to a boundary.

Attempting to Gain Unbalanced Power – Belittling family members, or pointing out their weaknesses or inconsistent actions in order to cause someone to doubt himself or herself, and agree to meet your wants

Demanding Reasons for Boundaries – Assuming that you are entitled to know why your parents have set a certain boundary.

Parent Visits

Throughout your son's treatment at Gateway Academy, there may be times when you are in town for a "parent weekend" or just to visit your son. In this case, your son will have certain privileges depending upon which phase your son is currently on in the treatment process. The following is a list of phases and privileges:

Orientation: No visit. However, this phase is 2 weeks long.

Mapping: Therapist approved day visits up to 12 hours as outlined by the therapist.

Cairns: Therapist approved local overnight visits for up to 3 nights as outlined by your therapist.

Path: Therapist approved home visits structured by your therapist.

Gateway: Therapist approved home visits structured by your therapist.

All visits are subject to change depending on individual, family, and treatment needs. In addition, all visits should be arranged with the therapist in order to have the best possible outcome for your student and yourself.

Calls Home

Once students reach mapping, they are allowed to make one weekly phone call to their parents on Monday evenings. If the student's parents are divorced, they are allowed to call each parent one time per week.

Calls will be approximately ten minutes each. Mapping students will be on speakerphone with the student's advocate present. Cairns, Path, and Gateway calls are not on speaker, although advocate is present. If the advocate is not available for the phone call, a staff on shift will monitor it. Please help to keep conversations positive and productive by discussing your relationship with your son or focusing on pertinent treatment issues.

Mail, Gifts and Packages

Students are allowed to receive mail from any person approved by the parents and therapist. During the application, you will be asked to fill out a mail approval list. This list can be added to at any time, usually with discussion about the new persons to be added with the therapist. Typically, friends are not approved until a student has reached at least the Cairns phase of the program. The students can receive mail on a daily basis if it is from someone on the approval list.

Students are allowed to send out going mail to anyone on their approved list. Students are provided with stamps and/or access to the fax machine.

The students do not have access to email. However, parents can email Gateway Academy as a way to communicate with the students and the emails will be given to their students. Some students and parents also choose to fax letters instead of using snail mail. Gifts and packages should be sent minimally. Typically they are sent for birthdays and some holidays. Please speak to your therapist or residential manager about what is appropriate to send to your child. Also, if you send goodies, please make sure there is enough to share with all the students.

Additional gifts should be kept to a minimum and approved by the therapist or residential manager. There is not a lot of storage space at the house and all items should be useable and storage able by the students. All items that are not necessary or not approved by the program or

therapist, whether at admission or throughout the students stay at Gateway Academy will be returned to home or the sender.

Personal Possessions

The students' personal possessions are documented on paper at the time of admittance. In addition, as they bring back items from visits, the belongings are documented. However, it is the students' responsibility to keep track of their possessions.

Birthdays and Holidays

Birthdays are celebrated with the students. Each child gets a cake on his birthday. If parents send packages, they are also able to open those as well. Please check in with the therapist or program administrator before sending gifts.

Holidays are also celebrated here at Gateway Academy. The hope is students are able to be home for major holidays, such as Thanksgiving, Hanukah, and Christmas, however, if this is not possible due to a students phase, Gateway staff do their best to help them celebrate. The students do have a traditional Thanksgiving meal and participate in a service project. For Christmas, those students who are at Gateway Academy take a holiday trip and spend Christmas skiing and opening packages from their parents and Gateway Academy. We ask that all students be back for our New Years winter trip.

Medical Appointments and Medication

All students receive a general physical in the first few weeks after arrival at Gateway Academy. All students also meet with the psychiatrist, during their first week at Gateway Academy. The psychiatrist also meets with the students monthly during their stay. If your student is on medication, he/she may see your child more often. The nurse also speaks with the students on a regular basis about health concerns. Parents will be notified about any medical appointments a student has scheduled.

Prescriptions are filled through our contracted pharmacy, co-pays are initially paid by Gateway Academy and then billed to the parents. We do not use mail order prescription services due to the possibility a medication may be changed by the psychiatrist.

Food Services and Sample Menu

The students are responsible to help prepare food for themselves and their peers. Each student participates in food handler's training before preparing meals for the house. Each student is assigned a day in which he is responsible, with another student, to assist staff in preparing the meals for that day.

The menu changes weekly and has been assessed by a dietitian. Typical breakfast items include: eggs, bagels with cream cheese & fruit, cereal & juice, breakfast smoothies & muffins, oatmeal, toast & juice, or yogurt with granola, muffins, & juice. Typical lunch items include: chicken burritos, chips, salsa, fruit: deli sandwiches, chips, & veggies: chef salad & rolls, sloppy joes, chips, & fruit, grilled cheese sandwiches & fruit, or BLT wraps, & fruit. Typical dinner items include: lasagna, peas, salad, & French bread, Shepherds pie & salad, roast, vegetables, potatoes & gravy, & rolls, spaghetti, garlic bread, & salad, chicken or shrimp fajitas, rice, & chips & salsa, or salmon filets, rice pilaf, vegetables, & salad. In addition to three meals a day, the students have 2 to 3 healthy snacks throughout the day.

House Responsibilities

The students are each responsible for a house chore. The chores rotate through the students, allowing each student to learn how to maintain a home environment. In addition, they are each responsible for keeping their rooms and belongings clean and organized. They also are in charge of washing and folding their own laundry.

Searches and Drug Screens

Searches of the student and his belongings can take place at any time during his stay at Gateway Academy. When the student first arrives, his belongings are searched and accounted for. When a student arrives back to Gateway Academy property from a visit, he and his belongings are again searched. Random searches are also done of the students' property in order to ensure nothing inappropriate has been brought to the house.

Drug screens are also randomly given to the students, particularly after home visits. It is Gateway Academy's policy to randomly test the students during their stay with us.

Clients' Rights and Responsibilities

The students are given the following and are asked to sign the form acknowledging they are aware of their client rights and responsibilities.

Client rights include the following:

a) Privacy of information and privacy for both current and closed records
b) Reasons for involuntary termination and criteria for readmission to the program
c) Freedom from potential harm or acts of violence to client or others
d) Client responsibilities, including privileges and rules of conduct
e) Services fees and other costs
f) Grievance and compliant procedures
g) Freedom from discrimination
h) The right to be treated with dignity
i) The right to communicate by telephone or in writing with family, attorney, physician, clergyman, and counselor or educational consultant within a reasonable time frame from the request, except when contraindicated by professional clinical personnel
j) Defined smoking policy in accordance with the Utah Clean Air Act
k) Statement of maximum sanctions and consequences
l) A list of people whose visitation rights have been restricted through the courts
m) The right to send and receive mail providing security and general health and safety requirements are met

Client responsibilities include the following:

a) Clients shall arrive on time to school, therapy, and other scheduled appointments

b) Clients shall notify therapists at least twenty-four (24) hours in advance when it is necessary to miss a scheduled therapy session
c) Clients shall maintain confidentiality, not discuss or give names or clients/students in the Gateway program
d) Clients shall be respectful of others
e) Clients shall not make side comments or interrupt while someone else is talking
f) Clients shall not engage in name calling, abusive language, or swearing at other group members
g) Clients shall take a brief time out including when necessary, removal from a group, to clam down when angry and/or upset
h) Clients shall not engage in conduct causing harm or threat of harm to others including but not limited to physical aggression, acts of violence, and sexual misconduct
i) At no time shall clients have in their possession or within the confines of the Gateway Academy any firearm, weapon, or contraband
j) The use and possession of illegal drugs and alcohol by clients within the confines of the Gateway Academy is strictly prohibited
k) Clients shall not engage in conduct which could result in damage or destruction of property
l) Clients shall follow reasonable staff instructions
m) Clients shall inform the program supervisor and/or executive or clinical director(s) by using the complaint/grievance procedures when unhappy with program or therapy.

Parent Weekend

Parent Weekend is held four times throughout the year. The purpose is for families to come together at Gateway Academy to experience a therapeutic weekend. A typically parent weekend goes as follows:

Wednesday – new parent orientation at 3:30 pm
Thursday – family group therapy and parent teacher conferences
Friday – experiential therapy and closure group
Saturday – time with your son

The families and therapist arrange the individual family time with your child. There are some basic guidelines previously stated under the parent visit section of this packet.

Please note parent weekends are arranged for a positive, therapeutic experience with your child. The therapists will help structure the visit time to allow for positive interactions between you and your child. Parent weekends are not about spending money or buying items for the students. Typically, the students plan on this time as a "get all my physical needs met" weekend. However, Gateway Academy's gears parent weekend as a means of building positive relationships and communication. Therefore, please make sure to get all purchased items approved by your therapist, or the program administrator.

A schedule of the upcoming parent weekend is emailed to you a month in advance. The dates for the quarterly parent weekends change yearly.

Hotel Accommodations

When traveling to Gateway Academy for parent weekend, or another scheduled visit time, feel free to contact any of the Hotels. You will need to mention Gateway Academy to receive the discounted rate.

Hotel Monaco www.monaco-saltlakecity.com 1-800-805-1801

15 West 200 South

Salt Lake City, Utah 84101

Little America www.littleamerica.com/slc 1-800-453-9450

500 South Main Street

Salt Lake City, Utah 84101

Grand America www.grandamerica.com 1-800-621-4505

555 South Main Street

Salt Lake City, Utah 84111

Fairfield Inn by Marriot (801) 572-1200

12117 Factory Outlet Drive

Draper, Utah 84020

Ramada Limited (801) 571-1122

12605 Minuteman Drive

Draper, Utah 84020

Hampton Inn www.hamptoninn.hilton.com (801) 571-0800

10690 Holiday Park Drive

Sandy, Utah 84070

Courtyard by Marriot (801) 571-3600

10701 Holiday Park Drive

Sandy, Utah 84070

You can also use the website www.utah.com/database/lodging as a resource.

Bibliography

Please note the following books are suggestions only. It is strongly suggested before choosing a book to read, to check in with your therapist about your choice to make sure the book will be relevant to your child and his issues.

Further, the Gateway Academy clinical team does suggest you read the Parenting with Love and Logic books listed below.

ADD / ADHD

Alexander, R.C. (2001). *ADHD and Teens.* New York: Taylor Trade Publishing.

Dendy, C.A.Z. (1995). *Teenagers with ADD: A Parents' Guide.* Maryland: Woodbine House.

Weiss, L. (1996). *Give Your ADD Teen a Chance: A Guide for Parents of Teenagers With Attention Deficit Disorder.* Colorado: Pinon Press.

Anxiety

Bemis, J., Barrada, A. (1994). *Embracing the Fear: Learning to Manage Anxiety and Panic Attacks.* New York: Hazelden Publishing and Educational Services.

Depression

Corbin, B. (1998). *When Nothing Matters Anymore: A Survival Guide for Depressed Teens.* Minnesota: Free Spirit Publishing, Inc.

Lynch, J., Kilmartin, C.T. (1999). *The Pain Behind the Mask: Overcoming Masculine Depression.* New York: The Haworth Press.

Real, T. (1998). *I Don't Want to Talk About It: Overcoming the Secret Legacy of Male Depression.* New York: Fireside.

Divorce / Adoption

Brodzinsky, David M., Schechter, Marshall D., Henig, Robin Marantz, (1993), *Being Adopted: The Life Long Search for Self,* First Anchor Books.

Eldridge, Sherrie. (1999). *Twenty Things Adopted Kids Wish Their Adoptive Parents Knew,* Bantam Bell, Random House

Riley, D., Meeks, J. (2005). *Beneath the Mask: Understanding Adopted Teens.* Maryland: C.A.S.E. Publications.

Stahl, P.M. (2000). *Parenting After Divorce: A Guide to Resolving Conflicts and Meeting Your Children's Needs.* New York: Impact Publishers.

Learning Disorders

Levine, M. (1992). *All Kinds of Minds: A Young Student's Book about Learning Abilities and Learning Disorders.* New York: Educators Publishing Service, Inc.

Vail, P.L. (1989). *Smart Kids with School Problems: Things to Know & Ways to Help.* New York: Plume.

Manipulation

Edgette, J.S. (2002). *Stop Negotiating with Your Teen: Strategies for Parenting Your Angry, Manipulative, Moody, or Depressed Adolescent.* New York: Berkley Publishing Group.

Swihart, E. W. Jr., Cotter, P. (1998). *The Manipulative Child: How to Regain Control And Raise Resilient, Resourceful, and Independent Kids.* New York: Bantam Books.

Parenting

Bluestein, J. (1993). *Parents, Teens, & Boundaries: How to Draw the Line.* Florida: Health Communications, Inc.

Cline, F.W. , Fay, J. (1990). *Parenting with Love and Logic: Teaching Children Responsibility.* Colorado: Pinon Press.

Cline, F.W., Fay, J. (1993). *Parenting with Love and Logic: Preparing Adolescents for Responsible Adulthood.* Colorado: Pinon Press.

Elium, J., Elium, D. (1996). *Raising a Son: Parents and the Making of a Healthy Man.* California: Celestial Arts.

Faber, A., Mazlish, E. (1980). *How to Talk to Kids So Kids Will Listen & Listen So Kids Will Talk.* New York: Avon Books, Inc.

Jennings, K. (2003). *Always My Child: A Parent's Guide to Understanding your Gay, Lesbian, Bisexual, Transgendered or Questioning Son or Daughter,* New York: Skylight, Fireside Press.

MacKenzie, R.J. (2001). *Setting Limits with Your Strong-willed Child: Eliminating Conflict by Establishing Clear, Firm, & Respectful Boundaries*. California: Prima Publishing.

Nelson, J., Lott, L. (2000). *Positive Discipline for Teenagers: Empowering Your Teens & Yourself Through Kind and Firm Parenting.* California: Prima Publishing.

Pozatek, Krissy. (2011). *The Parallel Process: Growing Alongside your Adolescent or Young Adult Child in Treatment,* New York: Lantern Books

Sells, S.P. (2002). *Parenting Your Out-of-Control Teenager: 7 Steps to Reestablish Authority and Reclaim Love.* New York: St. Martin's Press.

Spectrum

Rubenstein, M, B,. (2005) *Raising NLD Superstars: What Families with Nonverbal Learning Disabilities Need to know Abut Nurturing Confident, Competent Kids,* Pennsylvania: Jessica Kingsley Publishers.

Other

Garbarino, J. (1999). *Lost Boys: Why Our Sons Turn Violent & How We Can Save Them.* New York: Anchor Books.

Kindlon, D., Thompson, M. (2000). *Raising Cain: Protecting the Emotional Life of Boys.* New York: The Ballantine Publishing Group.

Medina, John. (2008). *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home and School,* Seattle: Pear Press.

Pollack, W. (1998). *Real Boys: Rescuing Our Sons From the Myths of Boyhood.* New York: Henry Holt & Company.

Ratey, John (2008), *Spark: The Revolutionary New Science of Exercise and the Brain*. New York: Little, Brown and Company.

Ruiz, Don Miguel. (1997). *The Four Agreements,* Canada: Hay House.

Pollack, W., Shunster, T. (2000). *Real Boys' Voices.* New York: Penguin Group.

Siegel, Daniel J., (2011), *Mindsight: The New Science of Personal Transformation,* New York: Bantam Books

Thompson, M., Barker, T. (2000). *Speaking of Boys: Answers to the Most Asked Questions about Raising Sons.* New York: The Ballantine Publishing Group.

Walsh, D. (2005) *WHY Do They Act That Way?: A Survival Guide to the Adolescent Brain for You and Your Teen.* New York: Free Press.