

Respect

1st ourselves -

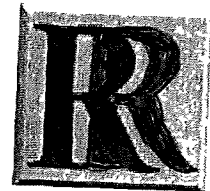
Earned not taken or demanded
that's fear -

Want disapiene -

Respect trust -

Filed
10/10/20

BreakThrough



Shaping a
Partnership
of Purpose

WWASP Purpose Statement

Notes

To create Family Unit through

EDUCATION

GROWTH

&

CHANGE

RESISTANCE

OPEN

INITIAL

INTERNALIZATION

Behavior Modification

Notes

System of Rewards and Consequences to enhance certain behaviors while reducing other ineffective behaviors

OUTCOME desired by School:

Student returns home with an new set of attitudes, behaviors and skills to create a whole and healthy family.

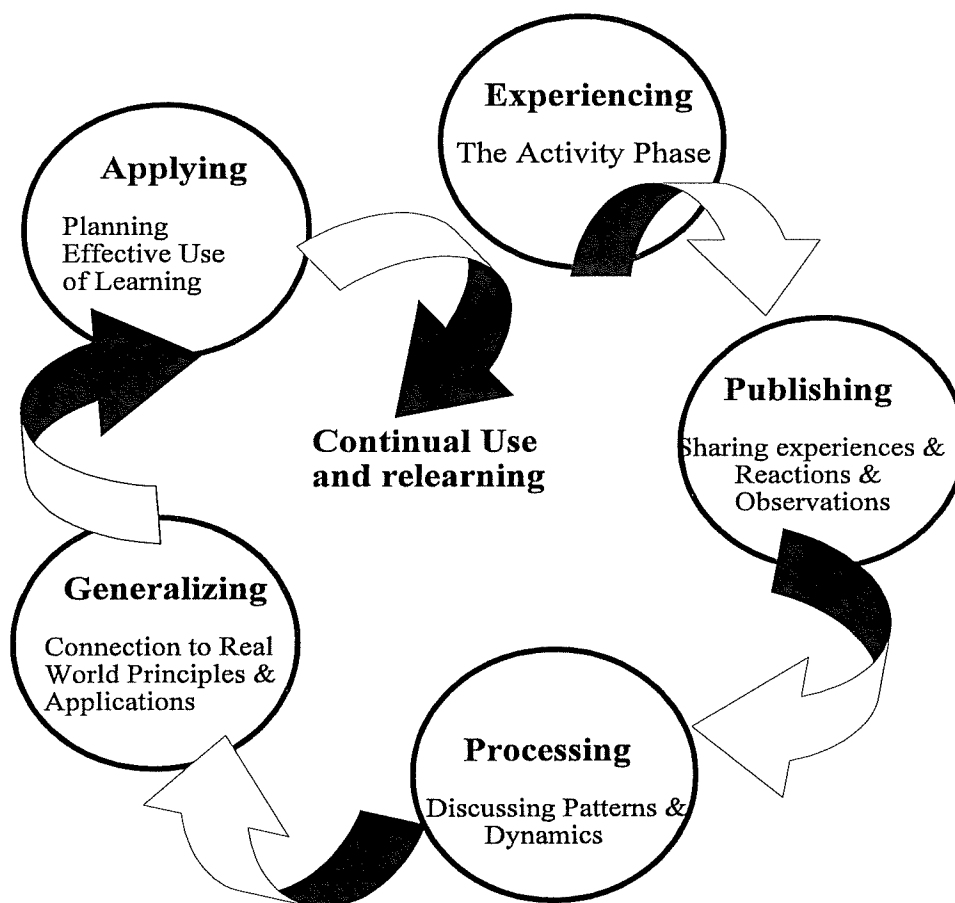
KEY ELEMENTS for Effective Behavior Modification

- 1) Structure Environment with monitoring**
- 2) Work with the students from both an inner state and external state**
- 3) Consistency of structure and reinforcement**
- 4) Long term approach - behavior is not modified over a short length of time. Internalization is the key**

Experiential Learning Cycle

Notes

The Activity Phase starts the cycle. Most often this is a game or interactive dyad.



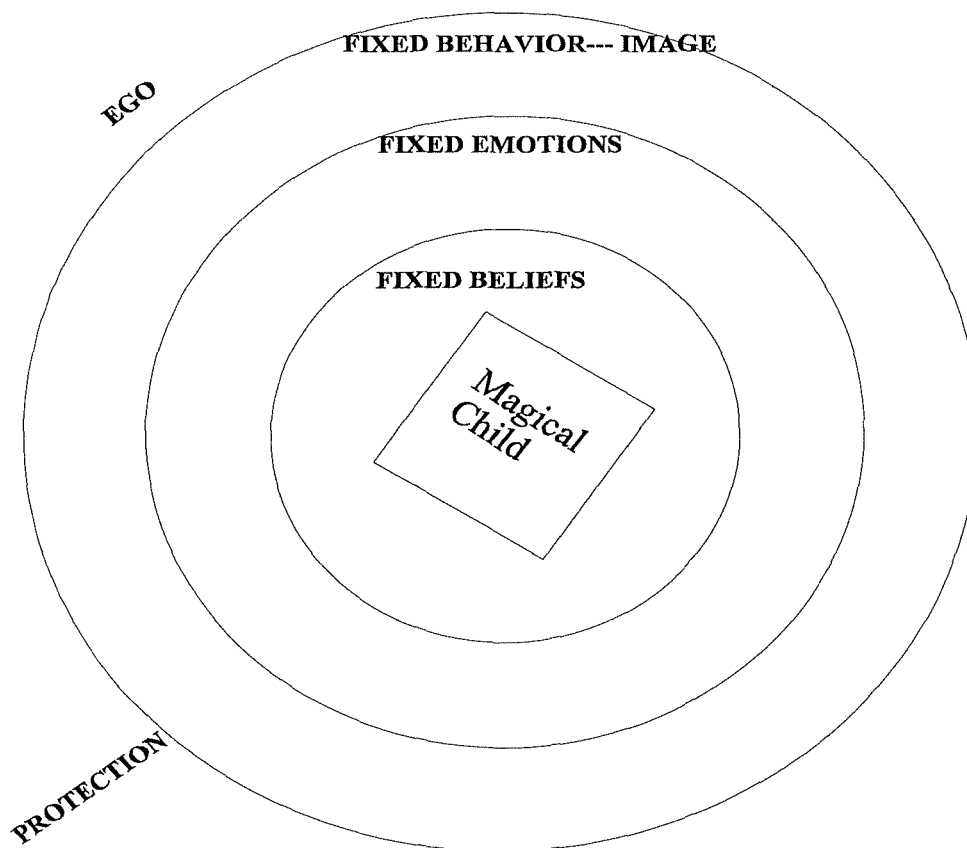
9

Dots

Worksheet

Layers of Fixed-ness

Notes



RIGHT= MY BELIEFS WRONG = ANYTHING NOT MATCHING

Working/Not Working .vs. Right/Wrong

Notes

Working:

Whatever I am doing enhances the quality of my life and those around me and creates the results I truly want

Not Working:

Whatever I am doing reduces the quality of my life and those around me and creates results I do not desire

Right

Consistent with my beliefs, attitudes, and assumptions

Wrong

Inconsistent with my beliefs, attitudes, and assumptions

Note, in this context right/wrong refers to opinions, judgements, and assessments in relationship to self and others. Not regarding legal, moral, or societal mores.

Agreement .vs. Commitment

Notes

Ground Rules:

- 1) Maintain confidentiality of others experience and expressions.
Talk only about yourself.
- 2) Be on Time. Be seated by the time the music ends.
- 3) Wear your nametag in a visible location at all times in the training room.
- 4) Remain in the training room except for breaks or physiological emergency. If you must leave, please inform the facilitator.
- 5) Complete the training.
- 6) No side talking. If you wish to share, raise your hand and be acknowledged by the facilitator.
- 7) No food or drinks at your seat during the training session.
- 8) Turn off all cell phones, beepers, and pagers while in the training room during seminar hours.

Commitments:

- 1) Participate 100%
- 2) Be honest
- 3) Allow yourself to be interrupted regards your thinking process
- 4) Adopt a learning attitude
- 5) Speak for yourself - use I statements
- 6) Respect and Support everyone
- 7) Have some fun

Is there a difference between an agreement and a commitment for you? If so, what?

LEARNING DYAD - Partner Exercise

Notes

Identify one attitude, belief or behavior that works for you on the job.

Identify one attitude, belief or behavior which does not work for you on the job.

In your work environment are you operating primarily IN or OUT of your Comfort Zone? What are the indications?

Win as Much as You Can De-Brief

Notes

- 1) How many games did your group win _____.
How did you impact this result?
Explore such things as your attitude, assumptions, beliefs and behavior.
- 2) What was your focus during the game? Look at your beliefs about winning, competition, teams and leadership.
- 3) How did your focus influence the decisions and choices you made?
- 4) What parallels did you observe in the game with your “show up” in the work place?
- 5) Where does your behavior in the game mirror your specific aspects of your life?
- 6) How does the game mirror specific attitudes, beliefs, and behaviors back in the work place?

Please use additional paper to answer the above questions.
Write as much as you deem necessary.

Characteristics of effective are:

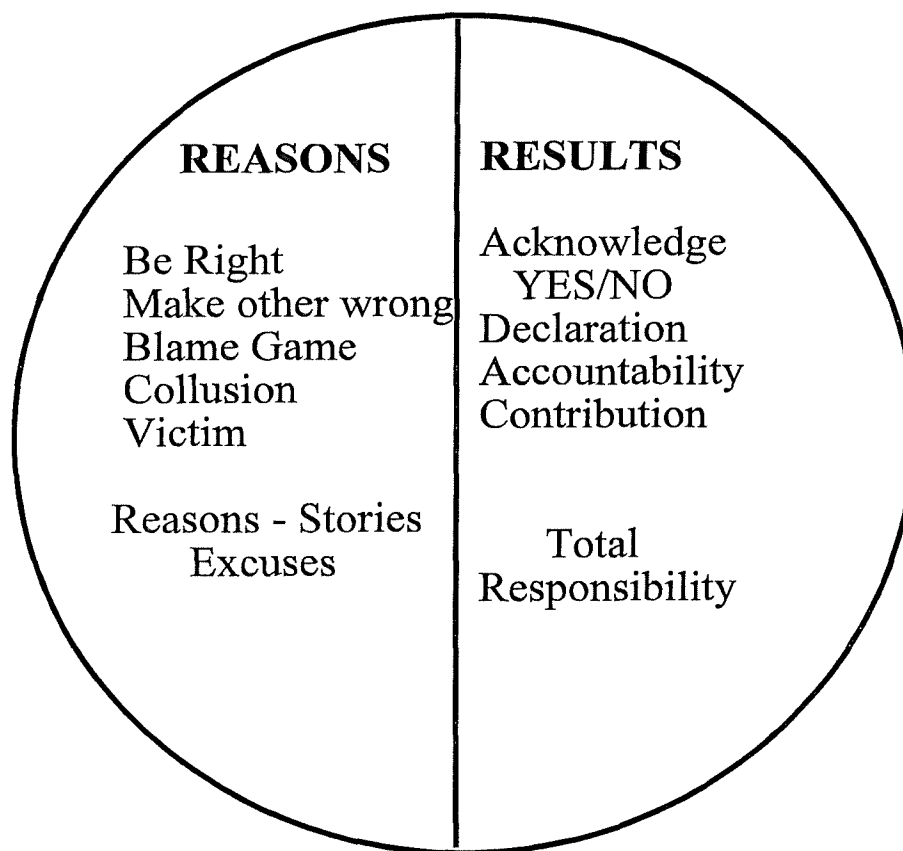
- ▶ Before giving feedback , create permission. Be sincere
- ▶ Speak for yourself and speak directly to the other person
- ▶ Use eye contract
- ▶ Use/Include the FORMS format
- ▶ Have/assume a positive intent
- ▶ Feedback is a gift so acknowledge it
- ▶ Include objective examples to the person so your feelings can be seen in context

Subjective = Non-behavior Personal opinion, bias, feelings, past experience	Objective = Behavior Factual, neutral, without Judgement, observable
Personal Interpretation of why people behave as they do. Emotionally framed	F = FACT Not an interpretation
Based on event's that are not observed directly or based on a collection of behaviors & assumptions	O = Observable Seen or heard directly
Two or more people can't agree on what happened	R= Reliable
Based on non-measurable traits or guess	M= Measurable
Based on non-detailed descriptions of behavior. Also based on exaggera- tions of what happened.	S= Specific Based on a precise Definition of what the person did - actual.

Reasons .vs. Results

Notes

You either have the RESULTS you say you want
or
the REASONS, STORIES, and EXCUSES why not



HAVE TO - CHOOSE TO

Notes

UNDESIRABLE EMOTIONS

Guilt
Fear
Rage
Frustration
Sadness
Resentment
Apathy

Anger
Depression
Self-Pity
Jealousy
Anxiety
Loneliness
Despair

PAYOFFS

Attention
Sympathy
Approval
Recognition
Control
Manipulation
Being Right

EXCUSES

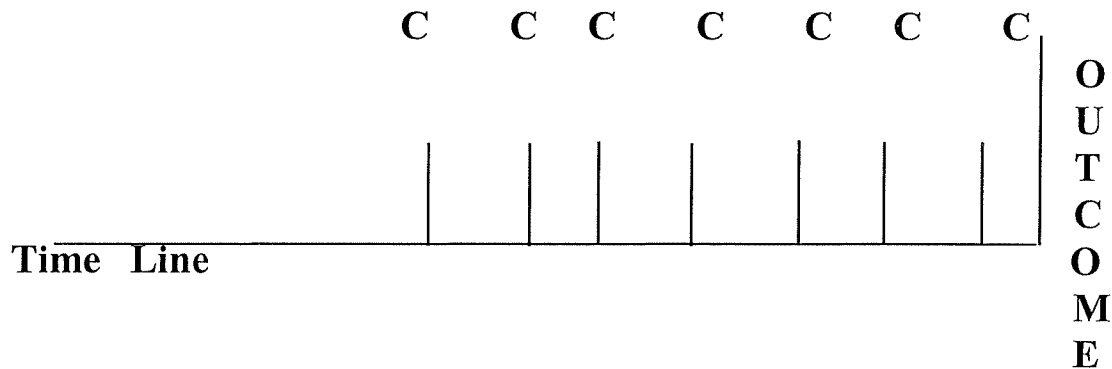
Not to be Honest
Not to trust
To Play Safe
Not Participate
Not to Succeed
Not to take Action
Not to Risk

Accountability

Notes

Accountability

Ability to account for the choices I made and or am making. Accountability has nothing to do with fault and blame. Accountability is neutrally looking at results or outcomes with the intention of learning.



What were you assuming?

What were you unconscious of or not paying attention to?

What were you in denial of prior to the outcome?

What were you avoiding saying or doing ?

Responsibility

The ability to respond .vs. react to whatever life serves up to me.

Victim Responses

Notes

SELF-RIGHTEOUS - Putting myself above others, arrogant, belittling others

CYNICISM – Distrust, jaded, “I told you this wouldn’t work”

EXPLANATION – Justify everything with reasons and stories

CONFUSION – Scattered, lack of clarity, “I don’t Know or understand”

DISASSOCIATION – Detached, reticent to act, observation only

RESIGNATION – Apathy! “There is nothing I can do”

ANALYSIS PARALYSIS – Excessive mind chatter, “Let me think about it”

WORRY/HOPE – Worry things will get worse, hope things get better

EXAMPLES OF NON-ACCOUNTABLE VERBIAGE

“I had no choice”

“Nobody told me”

“I had no control”

“It’s not my fault”

“I don’t know”

“It’s not my job”

“ I forgot”

“I can’t”

“I’ll try”

“That’s just the way I am”

“Yeah, but”

“I’ll wait and see”

“What’s the big deal”

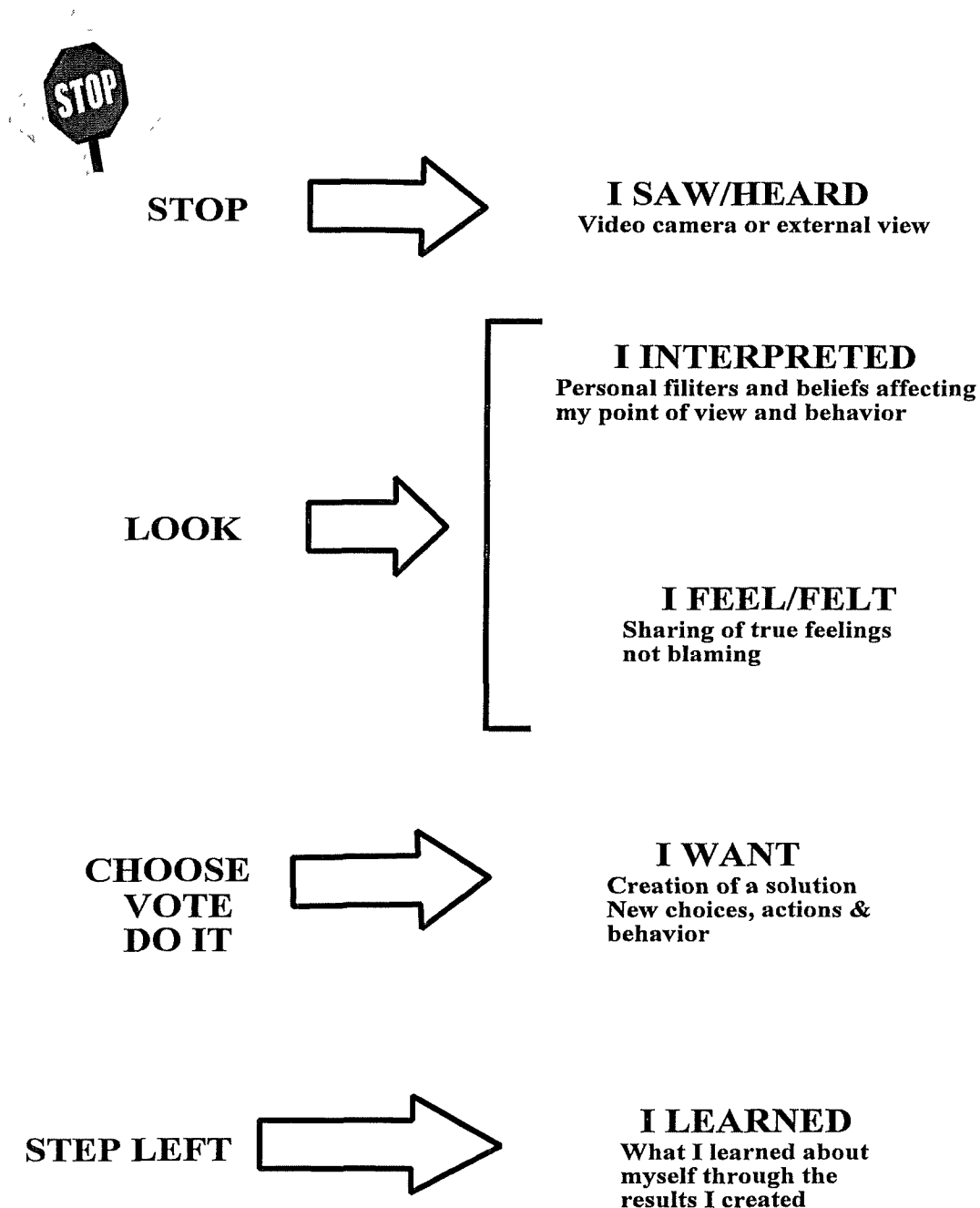
“I have to do everything”

“It’s not my fault”

“They did it”

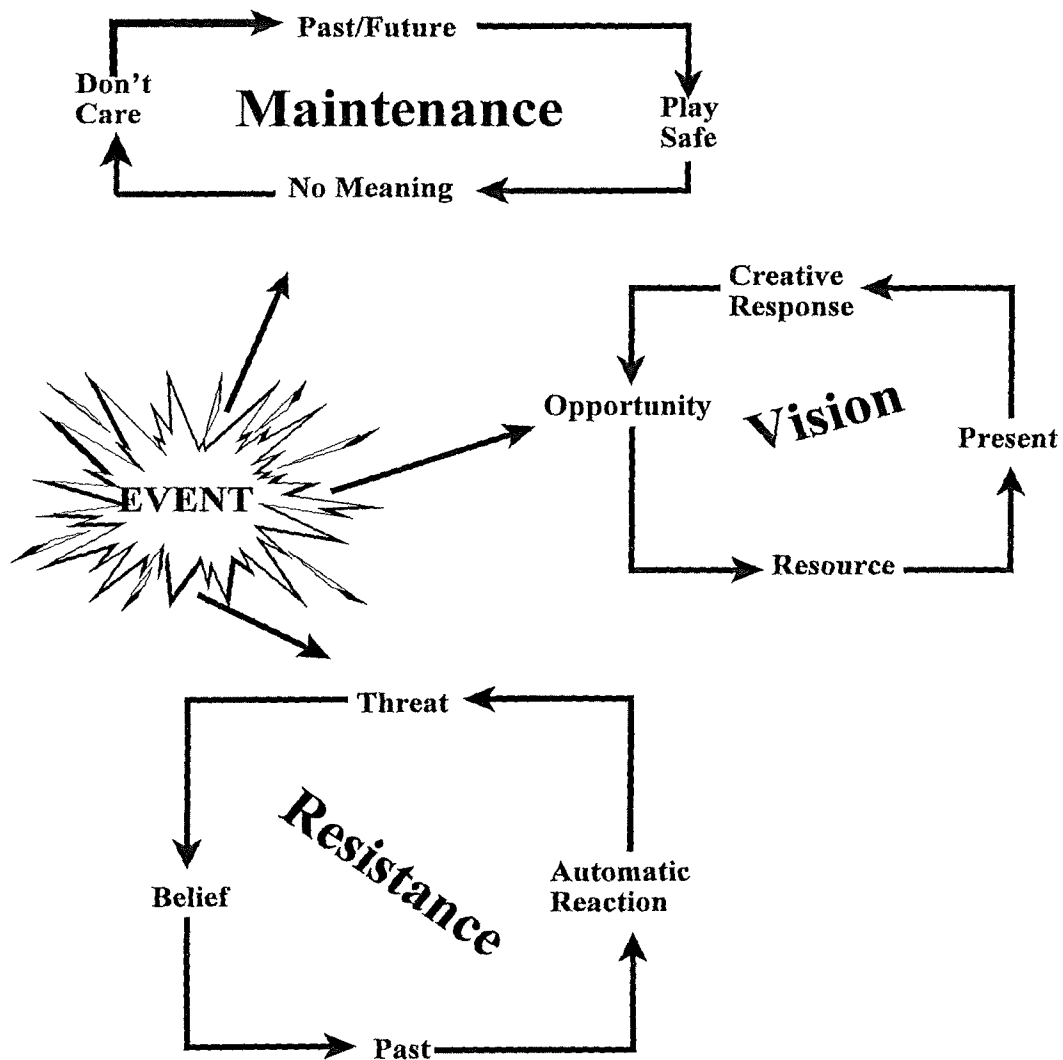
Intention .vs. Mechanism			Notes
<u>INTENTION</u>			
✓ Purpose	←	R	
✓ Vision	←	E	
✓ Emotional Investment	←	S	
✓ Commitment	←	U	
		L	
		T	
S			
Intention = 90%			
Mechanism = 10%			
You always need to expend energy to create your RESULTS, but HOW you do it is NOT the KEY.			

Bradshaw/Accountability Model



3 Choices for Event Response

Notes



EXCELLENCE

LEARN FROM MISTAKES

EXCITEMENT

HIGH RISK

EMPOWERMENT

ACCEPTANCE

ABUNDANCE OF CHOICES

JOURNEY/RESULTS

PLAYING TO WIN

HERE/NOW

LIVING GAME

PERFECTION

NO ROOM FOR ERROR

FEAR

LOW RISK

CONTROL

JUDGEMENT

SCARCITY OF CHOICES

RESULTS ONLY

PLAYING NOT TO LOSE

THEN/THERE

KILLING GAME



Power of One

Notes

1645—One vote gave Oliver Cromwell the control of England.

1649—One vote caused Charles I of England to be executed.

1776—One vote gave America the English language instead of German.

1800—Thomas Jefferson and John Q. Adams (1825) were each elected President by one vote in the Electoral College.

1839—One vote elected Marcus Morton Governor of Massachusetts.

1845—One vote brought Texas into the Union. California, Oregon and Washington were each admitted by one-vote margins.

1868—One vote saved President Andrew Johnson from impeachment.

1876—One vote gave Rutherford Hayes the Presidency of the United States.

1923—One vote gave Adolph Hitler leadership of the Nazi party

1960—One vote per precinct elected John Kennedy President of the United States.

Never underestimate the power of one.

Student Seminar Improvements

by David Gilcrease, President
Premier Educational Seminars

Currently the seminar sequence is Discovery, Focus, Accountability, and then the Keys workshops. Beginning in January 2004, we are enhancing the seminar sequence for your teens for the purpose of assisting their progress. The sequence will now become Orientation, Discovery, Focus, Principles, and Keys. In addition, the graduates of the Orientation seminar will become part of the Orientation Support Group for the following month. We will continue to have Break Point for those students who choose out of either Discovery or Focus.

Most students enter the Discovery seminar, on average the first time, about three weeks after entering their School. And as many parents know, they generally do not graduate. While it is an invaluable learning experience and assists them in preparing for the next month, it does not create the type of environment we desire for the students.

The major problem is their lack of understanding of not only the seminars but the School. Typically, they are still in MAJOR resistance and they see everything in the Program as something to "get through" to impress Mom and Dad in hopes of going home. Those who have attended the Parent Discovery know the value of the seminar if "YOU WORK" the seminar. Sitting, watching or faking your way through any seminar sets up missing the tools and growth possible. This only slows down their process. You must do the work if you really desire change.

In order to increase the effectiveness of the seminars, we are introducing some enhancements for the purpose of assisting students to use the seminars to accelerate their program. We know once a student really begins to use the seminar material and begins making changes for themselves rather than for Mom/Dad things can begin to REALLY happen.

Important to note, these changes will not hinder the progress of your teen now or

in the future. The design and implementation of these changes is to accelerate the Program flow for your teen.

We are introducing a two day Orientation for new students. These two days will be focused on CHANGE, ACCOUNTABILITY, Program flow, and surfacing real issues that must be dealt with by the student. Unless your student is in complete resistance they will graduate this seminar. The purpose of the Orientation training is to assist them in starting the Program NOW.

Orientation
Orientation Support Group

Discovery
Discovery Support Group

Focus w/ New 1-day Principles
Focus Support Group

Keys

We want them to understand "the game is over", there is work to be done, and here are the tools available to you to create change. Once your teen finishes Orientation, they will become part of the Orientation Support Group for the next month. In the old system they did not get into a support group until after completing Discovery. The support group will assist them in continuing to use the Orientation material so as to be better prepared for the next seminar.

The next seminar will be the Discovery. There will be expansion of the Discovery material to take advantage of the Orientation and the Support group. We will repeat important material such as ACCOUNTABILITY and CHOICE. This will give us more opportunity to reinforce critical elements. Currently a teen must be a Focus graduate to attend PCI. This will change under the new system. Attendance at PCI will require only Discovery graduation for your student. Discovery will now be the 2nd seminar in the series. Parents must still be a

Discovery graduate. However, WE STRONGLY RECOMMEND PARENTS BE FOCUS GRADUATES BEFORE COMING TO PCI. The better prepared the individual members of your team are the stronger your team.

Points earned for graduating the seminar remains the same.

Focus will now be the third training in the sequence. The Focus material will be expanded to center more around VALUES since we are eliminating the Accountability seminar.

Accountability is the seminar in which value concepts were covered. Now however, we will introduce Values into day three of Focus. We will be able to expand the Focus material since items from Focus will be covered in Discovery. This gives us time to include the introduction of VALUES. Once your teen completes the three day Focus, they will be given assignments on Values. These assignments will be used in a day called Principles. The Principles seminar will be given 5-7 days after completion of Focus. This time will be spent on their Values homework and creation of value cards. The major items previously addressed in Accountability will be covered in Principles: music, clothes, friends. Those students finishing the three days of Focus will complete Principles. This day is merely a wrap up of the Values element.

The students will have declared their values and know their Family Value frame by the time they reach upper status. At each Keys, the Facilitator will work with the students regarding living these values on a daily basis.

At each level of seminar, we will expect the teen to be there in an attitude consistent with the material they have learned. We will be doing results checks with your teen and we will be looking for them to come to a seminar ready to work and be accountable. If your teen chooses out of either Discovery or Focus they will be sent to Break Point. This is a one day seminar to assist them first in looking at

TIPS from TASKS

To assist you in determining if your students are ready for the next seminar, here are some Helpful TIPS from TASKS

Discovery

We take all students into the Discovery seminar who have been in the program for 10 days. We want to give the students time to orient themselves to the program, "dry out" in some cases, and give the program time to do the parent orientation.

Focus

Points are not the measure of if a student is ready to come into Focus. We look at points only as one measure. What we are really looking at points for is to see who is clearly in active resistance. If a student cannot earn and maintain of 850 we need have a strong recommendation from the facility about the next seminar

Other indications and questions you may want to seek answers for are

- 1) Has a confession letter been written home?
- 2) Has the student been active in your group about sharing or do you need to call on them to share?
- 3) What emotional issues have they shared in your group since Discovery
- 4) Is the student working in the TASKS support?
- 5) Do you see application of tools from the Discovery seminar
 - a) accountability formula
 - b) risking beyond their image
 - c) looking at their actions vs. mom/dad
- 6) Is the student in compliance or do you see him at least open to change

Accountability:

- 1) Do you hear the student using his contract from Focus
- 2) Is the student beginning to show leadership within the family
- 3) Do you see the student beginning to call himself and others on rules
- 4) Is there significant communication between the student and his parents from an accountable point of view
- 5) Do you see the student spending more time with working or non-working students
- 6) Has the emotionally dealing with personal issues gone up since Focus
- 7) Would you support this student as an upper level
- 8) Is the student working in the TASKS support group

TASKS

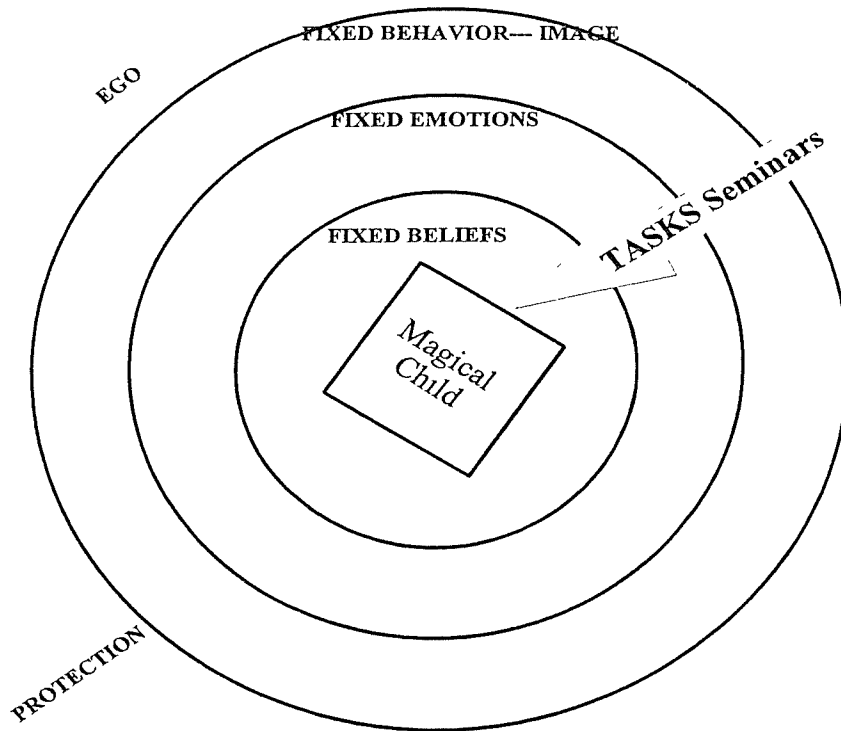
TEEN ACCOUNTABILITY, SELF ESTEEM AND KEYS FOR SUCCESS

DISCOVERY

A dynamic and innovative program created for teens and their families by

Resource Realizations

For the World Wide Association of Specialty Programs



RIGHT= MY BELIEFS WRONG = ANYTHING NOT MATCHING

What are some of your self limiting/ self enhancing fixed beliefs?

What fixed emotions do you deny and avoid?

What fixed behaviors keep you stuck in your image?



WHAT YOU CREATE IN
DISCOVERY IS A
“MIRROR” OF WHAT YOU
CREATE IN YOUR LIFE

SELF LIMITING BELIEFS

Notes

I'M NOT

GOOD ENOUGH
LOVEABLE
SMART
RESPONSIBLE
AS GOOD AS
WANTED
OK TO BE ME
BRIGHT
GOOD LOOKING
IMPORTANT
STRONG
PRETTY
THIN ENOUGH
WORTHY
ETC.....

I AM

BAD
AT FAULT
TROUBLE
A MESS
TERRIBLE
LOUD
OBNOXIOUS
WRONG
STUPID
UGLY
DIRTY
UNWORTHY
UNLOVABLE
LAZY
ETC.....

**THE PURPOSE OF
EDUCATION
IS TO UNSETTLE THE
MIND**

RIGHT

**SMUG
SUPERIOR
ACCEPTED
POWERFUL
CONFIDENT
WINNER**

WRONG

**HELPLESS
JUDGED
WEAK
REJECTED
HEAVY
LOSER**

**BOTH BLOCK OPPORTUNITY TO LEARN AND GROW
LIMITS RISKING AND CREATIVE CHOICE
WE TELL GREAT STORIES TO BE RIGHT**

**BASED ON YOUR
RESULTS
YOU HAVE EXACTLY
WHAT YOU INTENDED**

WORKING DEFINITION:

I am producing the results,
experiences, relationships, and quality of life
that enhance my life and life around me.

NOT WORKING DEFINITION

I am not producing the results, experiences,
relationships, and quality of life
that enhance my life and life around me.

BOTH CREATE AN OPPORTUNITY TO LEARN AND GROW
BOTH INCREASE WILLINGNESS TO MAKE NEW CHOICES
AND RISK QUALITY OF LIFE= LONG TERM
PLEASURE/SHORT TERM PAIN

**THAT WHICH IS
NOT
ACTED UPON
IS NOT LEARNED**

WAYS TO PARTICIPATE

Notes

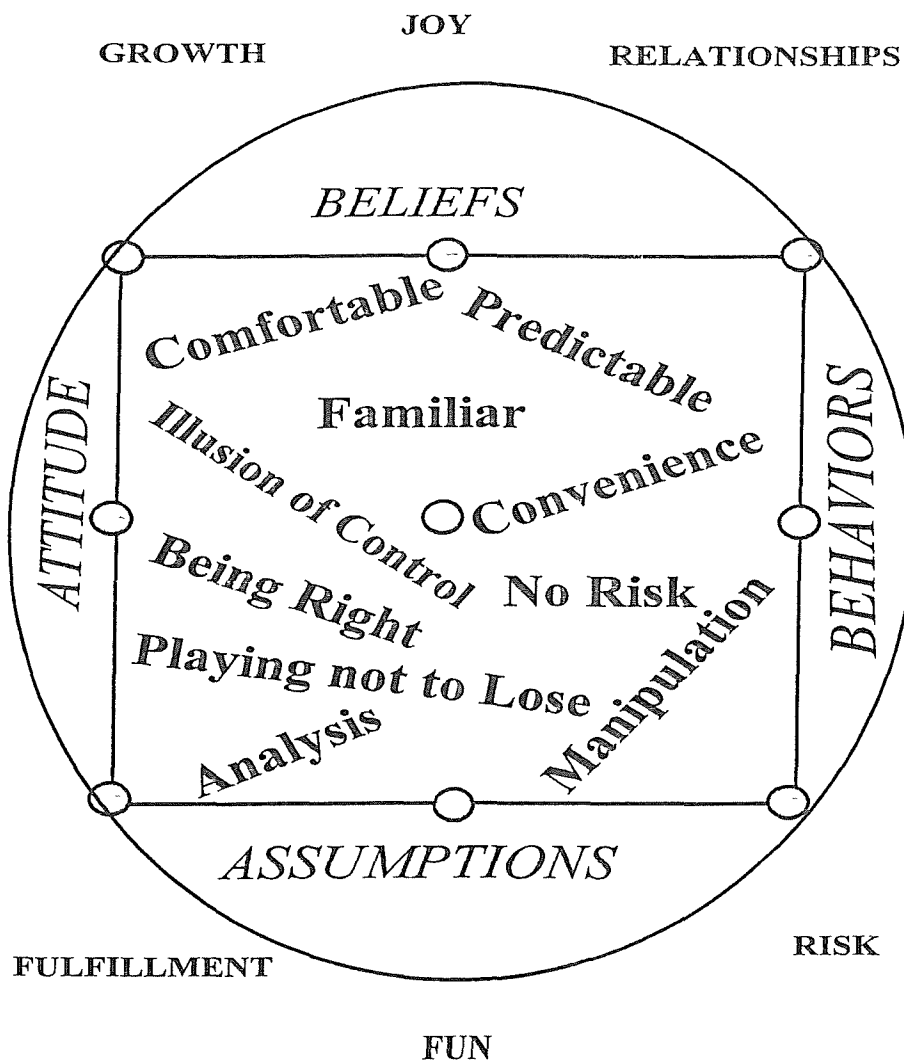
WAYS TO AVOID

SLEEP	PROCRASTINATION	I DON'T CARE
LIE	LEAVE	SPACE OUT
TIRED	SICK	CONFUSION
ANGER	BATHROOM	WORK
BLAME	DAYDREAM	WORK
STORIES	DRUGS/DRINKING	COOL
READ	T.V.	IMAGE
REBEL	"I DON'T KNOW"	"I DON'T CARE"

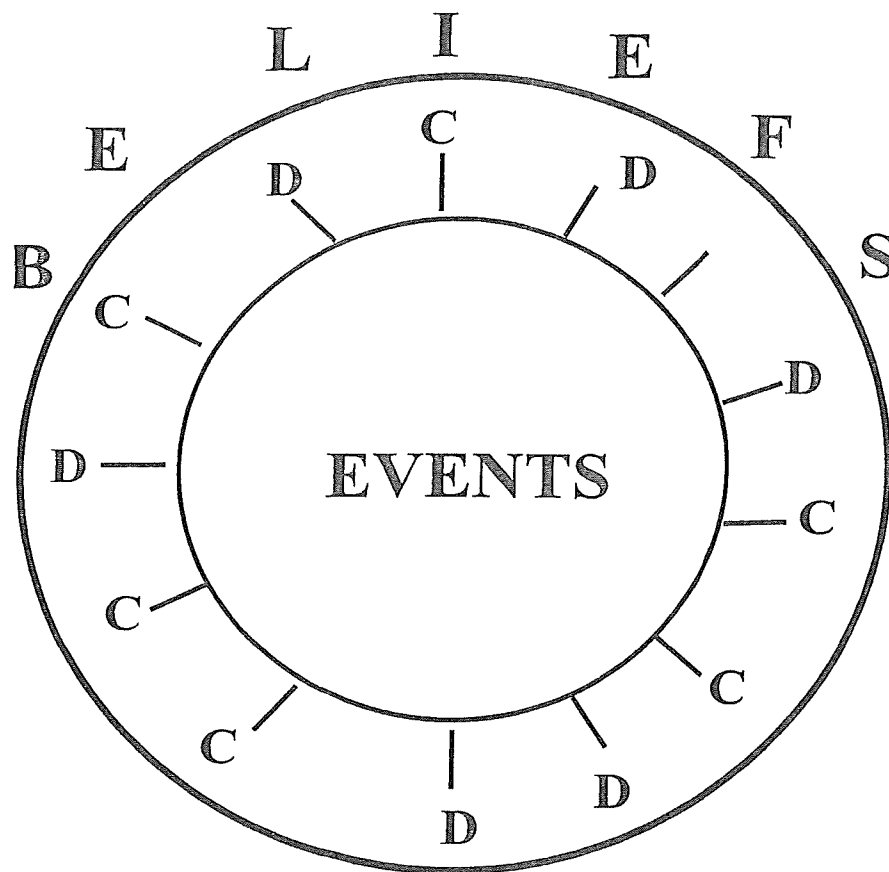
WAYS TO CREATE VALUE

HONESTY	WILLINGNESS TO RISK
DIRECT	BE VISIBLE
WHOLE TRUTH	CHALLENGE SELF
FEEDBACK	LISTEN

EMOTIONAL RESPONSE VS. THINKING



**GROWTH CAN ONLY
HAPPEN WHEN YOU
ARE UNCOMFORTABLE**



C = CHOICES

D = DECISIONS

THERE ARE NO ACCIDENTS

GRUNGIES/ PAYOFFS

Notes

GRUNGIES

ANGER

TIRED

SAD

HATE

RESENTMENT CONFUSED

LONELY

HEAVY

JEALOUS

JUDGMENTAL DEPRESSION

INADEQUATE

GUILT

REBEL

PITIFUL

PAYOFFS

CONTROL

COMFORT ZONE

MY WAY

MANIPULATE

SYMPATHY

RIGHT

NOT RISK

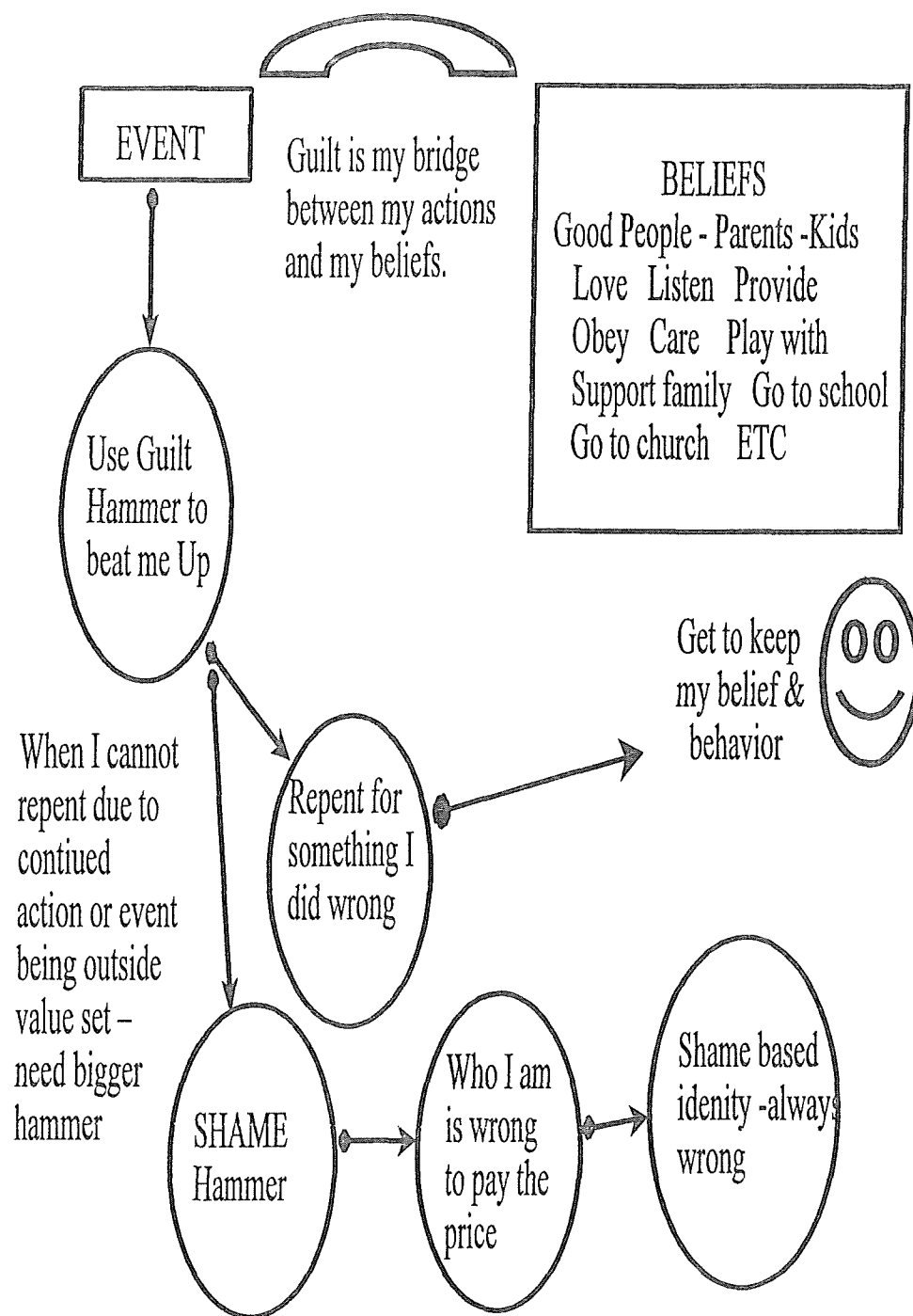
IN ACTION

ATTENTION

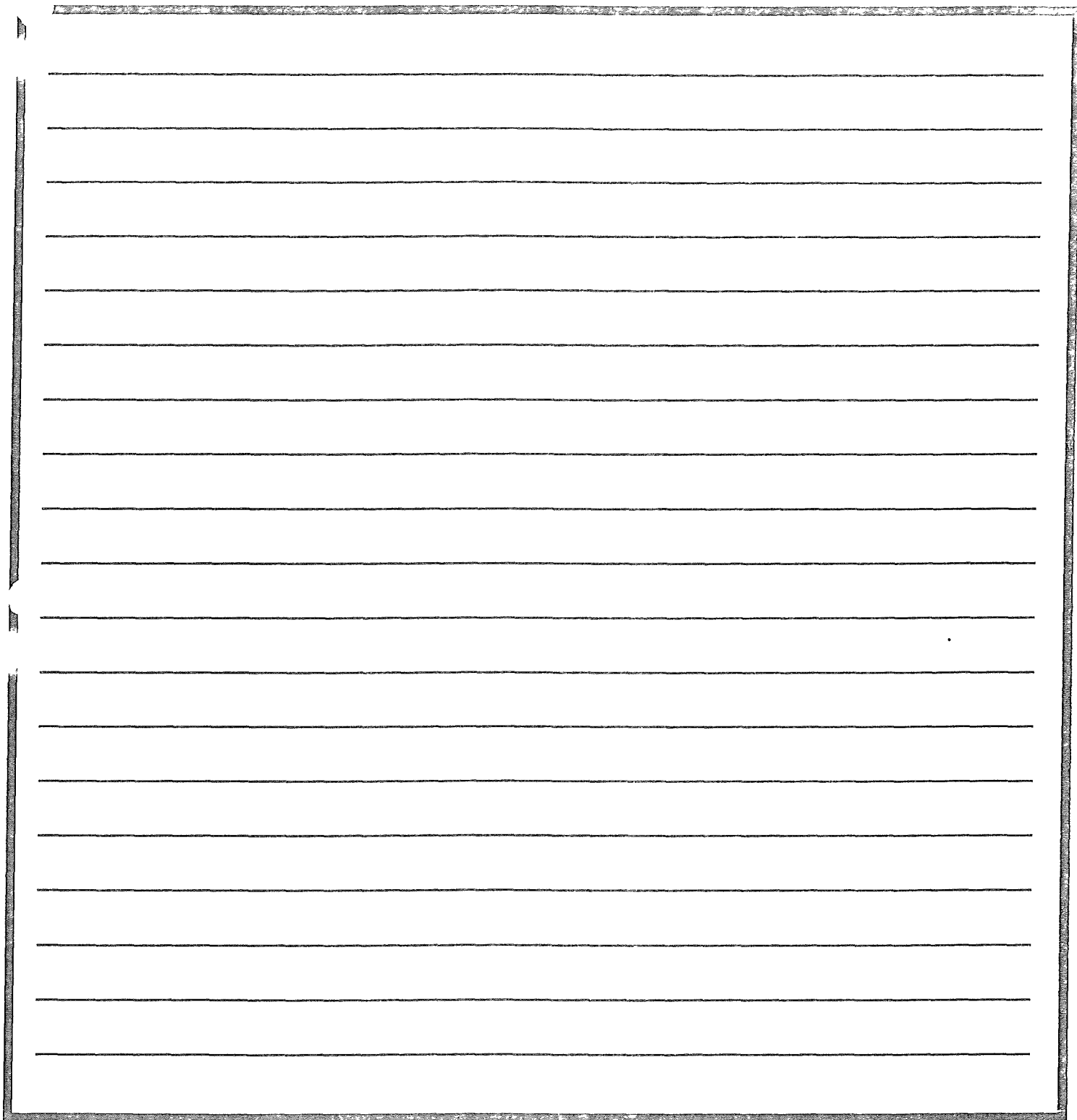
LEVERAGE

EXCUSE NOT TO

RISK BE HONEST VULNERABLE



LETTER FROM MAGICAL CHILD

A large rectangular box with a decorative border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

VICTIM/ACCOUNTABLE

Notes

VICTIM

BAD	OUT OF CONTROL	ANGRY
HURT	DEPRESSED	INADEQUATE
GUILTY	SAD	SICK
LONELY	TIRED	RESENTFUL
POWERLESS	JEALOUS	HEAVY
CONFUSED	BLAME	STRESS
UNHAPPY	LESS THAN	HOSTILE
FEARFUL	DEJECTED	WEAK

ACCOUNTABLE

POWERFUL	HAPPY	ADEQUATE
SMART	POSITIVE	LEARN
RISKY	IN CONTROL	DIRECTION
PURPOSE	FREEDOM	SELF-RESPECT
CONSCIOUS	DIRECT	HONEST
GROWING	IN CHARGE	FOCUSED
DELIBERATE	OKAY	SUCCESSFUL
EXCITED	JOY	GROWTH

ACCOUNTABILITY FORMULA

STOP

This is about becoming neutral and observing the event as if I am outside it. Look at the event as if watching a video camera. Stop, take a deep breath. Break the old pattern, slow down, become quiet. STOP before behaving in that same old automatic way.

LOOK

Look is about my internal state of being. First I notice how I'm feeling. My feelings will allow me to see the interpretations I am making about the situation. In other words, what are my beliefs, attitudes, and assumptions regarding this event? Is there a pattern to these feelings and my reactions? Are these patterns driving my behavior? When and where did these patterns begin?

CHOOSE

Choose is about being responsible in the moment of now. Make a conscious choice to Respond and decide what I want to create now, rather than React and go straight into autopilot behavior. Based on my "looking," what choices or changes do I need to make in order to create what I want?

VOTE

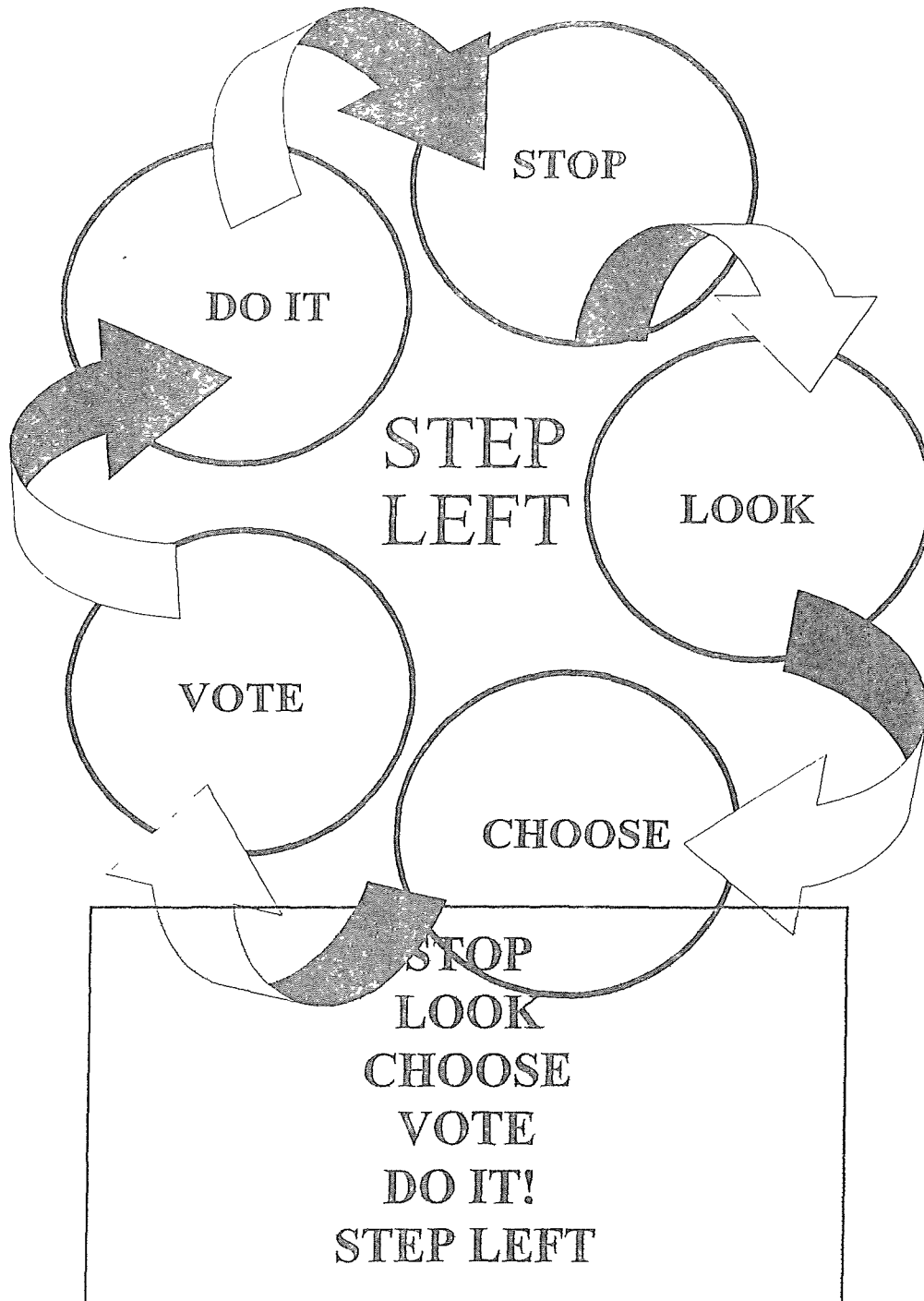
Declare to the universe that which I have chosen. Commit myself to what I declare. Accountable people declare in order to draw strength and support from the universe around them.

DO IT

Take massive action now. Stay committed. Put my heart and energy into it. Practice, practice, practice.

STEP LEFT

See each new event as an opportunity to learn and choose out of my commitment to personal growth. In doing so, I acknowledge that I am responsible for my life and that I have the power to create new opportunities.



INTENTION

100%
PURPOSE (WHY)
INTERNAL COMMITMENT
VISION (WHAT)
ENERGY
COMMITMENT

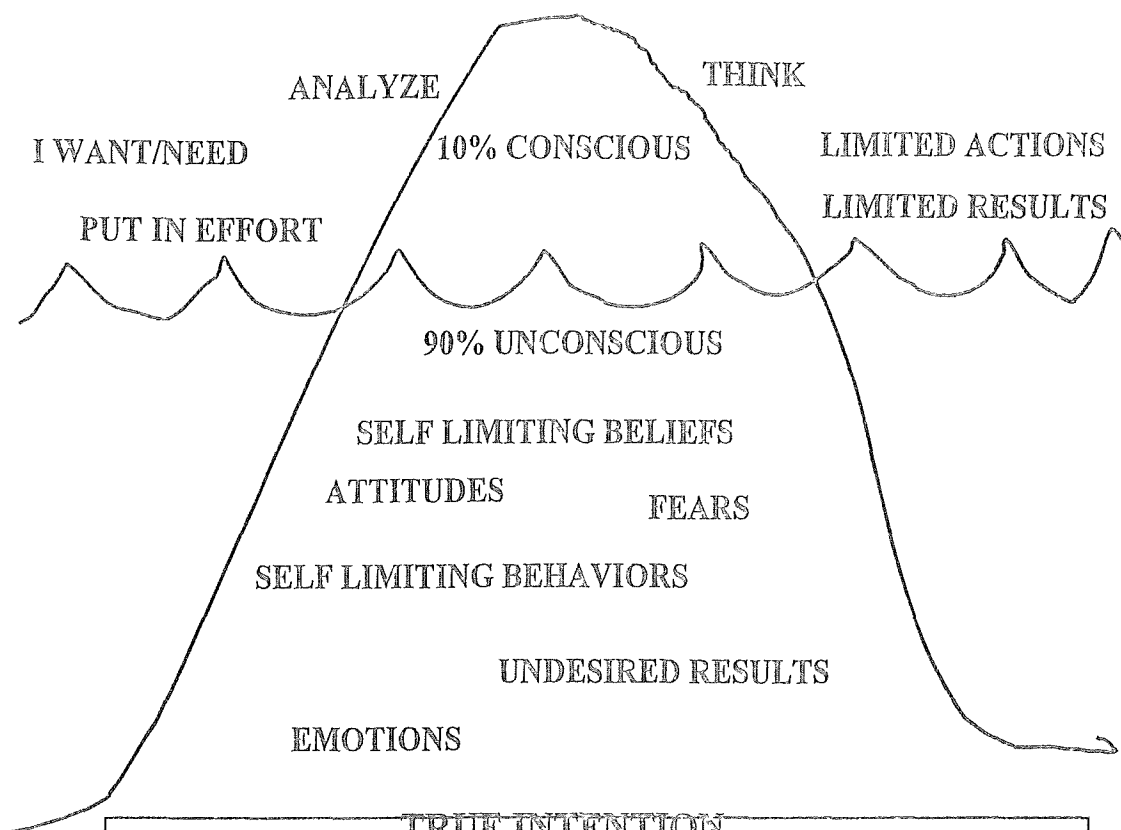
MECHANISM

100% HOW TO
EASY WAY
RIGHT WAY
PERFECT WAY
LOGICAL WAY
PLAY IT SAFE WAY
MY WAY

RESULTS/REAL ME

STORY/ IMAGE

ARGUE FOR YOUR
LIMITATIONS AND
THEY ARE YOURS



TRUE INTENTION

**BASED ON RESULTS
YOU HAVE WHAT
YOU INTENDED**

AGREEMENTS

Notes

PRICES FOR BREAKING AGREEMENTS

LOSE TRUST WITH OTHERS

DECREASE SELF WORTH

DECREASE SELF TRUST

LOSE ENERGY

LOSE FOCUS

LOSE RESULTS

FORFEIT INTEGRITY

LOW POTENTIAL FOR

RELATIONSHIPS

REWARDS FOR KEEPING

AGREEMENTS

GAIN TRUST WITH OTHERS

INCREASE SELF WORTH

INCREASE SELF TRUST

CREATE ENERGY

MAINTAIN FOCUS

ACHIEVE RESULTS

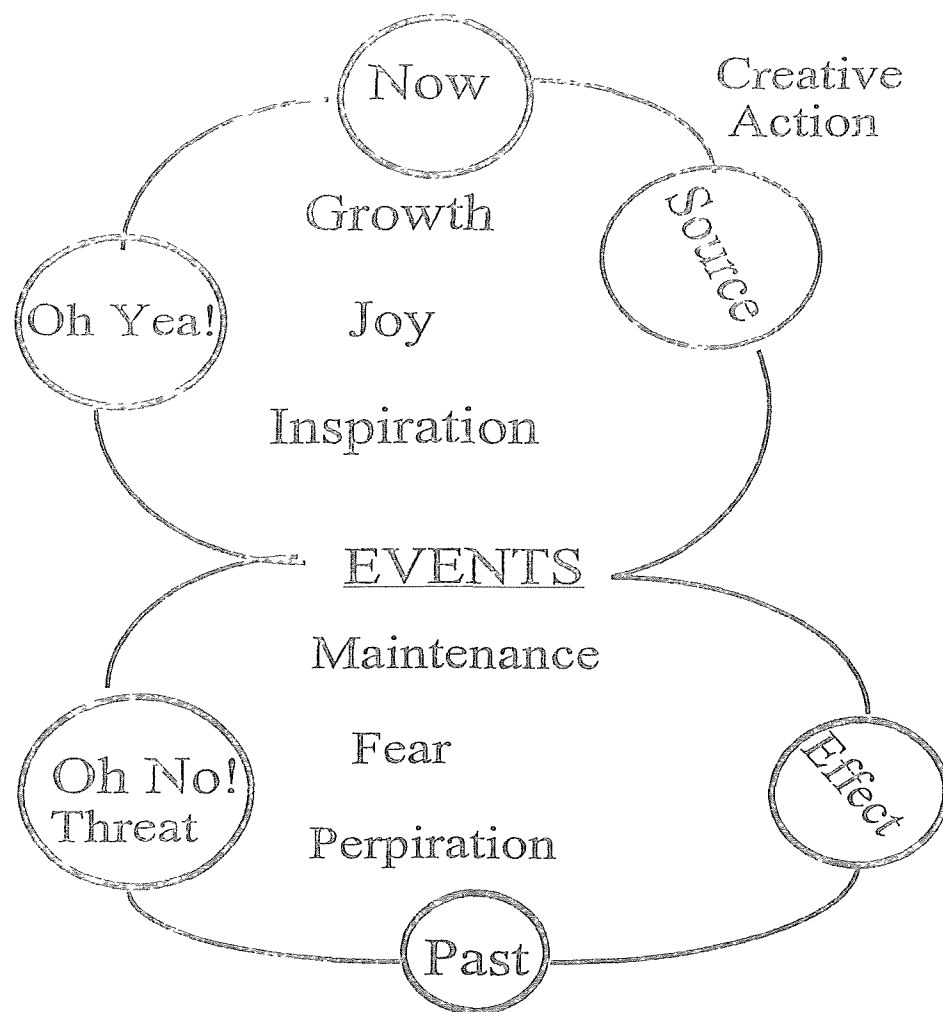
PRESERVE INTEGRITY

HIGH POTENTIAL FOR

RELATIONSHIPS

THERE ARE NO LARGE OR SMALL
AGREEMENTS

ONLY LARGE AND SMALL
CONSEQUENCES



GROW
 OR
 MAINTAIN YOUR FEAR
 MAINTAIN YOUR OLD RESULTS

TASKS
SUPPORT COMMUNITIES

COACHING GUIDE

TASKS Support Communities Coaching Guide

OVERVIEW:

The TASKS Support Communities are to be used weekly to assist students in applying the material learned in the TASKS seminars. While these Communities are designed as a place for the kids to continue to work on issues and hold themselves to high standards, they are also meant to be a place for the kids to **win** and share.

The TASKS Communities are a place to inspire, focus, and celebrate the seminar process. The seminar experience is not just about the 2-3 days in the training room. The Support Communities will be a creative and fun way to make the seminar a valuable asset in the daily living of the program. We will begin the TASKS Communities in the Discovery Seminar. New Communities will be created after each training to support the kids into the next seminar.

The TASKS Communities will be used during the month to focus on seminar material from the previous training and to prepare for the next seminar. The Communities will meet weekly for a 1 to 1 ½ hour period. There will be two Communities formed in each seminar - the Boys' Community and the Girls' Community. Each Community will have a series of local Neighborhoods, formed at the end of the training, using and combining the existing small groups.

Each Community should have two Senior staff members assigned to the group, one female and one male. These staff members will stay with the Community throughout the month, and may move into the new Community formed after the next training. The Jr. staff for each Community may change at each TASKS seminar, depending on the staffing assignments for each training. The Jr. staff, as active leaders in this process, are to support the Community as a whole and their specific Neighborhood during the 5-6 weeks between seminars. As part of their leadership development, they will act as coaches and models for their Neighborhood. The Jr. staff, having worked with their Neighborhood students in the training's small groups, will know what each student is capable of creating and how best to work with that student. In addition to working with the students, the Jr. Staff have their own work to do. An important part of being a role model is in doing much the same work as the students. All staff should review the workbook assignments thoroughly before starting the Community meeting. The staffing team needs a half hour grounding before each Community meeting. During the grounding, the staff should report out THEIR week.

COMMUNITY PURPOSE:

To support each student in the application of seminar principles in their daily program

COMMUNITY INTERACTION:

Each Community will meet weekly with Sr. and Jr. staff. This is a structured time - a time for students to share their challenges and triumphs. Each student will bring a review of the week to share with the Community and Neighborhood. The weekly meeting will begin with 5-10 minutes of music and dancing. This is about reuniting the Community in celebration and regenerating the spirit of the seminar. Large group general sharing on how they did during the previous week will start the formal activities of the meeting. This sharing should be about 20 minutes in length.

Once the large group sharing is done, the Community will break into Neighborhoods (these were created in their previous seminar). All members of the Community and Neighborhood should attend unless they are in serious trouble, such as OP. Within the Neighborhood meetings, each student should be given at least 5 minutes to share about the previous week – what is working and not working. This sharing should be focused on the material from the student workbook. The workbook material is covered in the coaching manual. The students received their workbook at the last seminar. Each Neighborhood will have their two Jr. staff coaches present for this sharing. Remember, this is a time for specific coaching, it is not a place for harsh or negative feedback. COACHING IS THE NAME OF THE GAME It is time to ensure the student understands what they must do in order to be successful and attend/complete the next seminar. In addition to sharing, each student will report out on their goals from the previous seminar. The focus should be on acknowledging those moving forward and inspiring those who are struggling. These meetings are to be working sessions, not beat down sessions. The TASKS Community meetings are part of the seminar series and are intended to be “special” events for the student. The Neighborhood meetings should be approximately 1 hr. in duration.

Once the Neighborhood sharing is complete, each Neighborhood will select the “LEAP” of the week. This is acknowledgment from the Neighborhood for the student they feel has shown the most improvement or is showing continual steady improvement. Each Neighborhood will have time to present their LEAP student to the Community. The introduction of this student should include the group’s reasons for their choice. Each LEAP student will receive 25 bonus points as part of their recognition. In the KEYS program, LEAP students will also be selected. LEAP students in KEYS will get an extra 25 bonus points if on lower levels or 1 advancement point if on upper levels. After introducing all the Neighborhoods’ LEAP students to the Community, close each meeting with some dancing to celebrate their progress.

Community meetings held prior to the next trainings need to include Neighborhood time for determining which students are supported into the training. Sr. and facility staff have final say regarding each student. The criteria is as follows:

Requirements to attend DISCOVERY

1. Must be in the facility for at least 2 weeks.
2. Must not be in OP, Room Restriction, or ISO. Must have a clean bill of health regarding their behavior in the program (ie: no violent tendencies). If they are in worksheets and not in MAJOR resistance, we would take them into the seminar. Whatever your top level of restriction is called, we do not want students to be taken out of this to attend any seminar.
3. Must not be taken out of sick bed or nurses station to attend any seminar.

Requirements to attend FOCUS

1. Must have facility recommendation, which includes TASKS Neighborhoods, appropriate facility staff, etc. Things to look for: confession letter done and mailed home, improved attitude, etc .
2. Recommended level 2, exception only if student is open and willing to work
3. Must not be in Worksheet, OP, or showing any violent behavior
4. Must have completed any choose out assignments from previous seminar
5. Must have done a significant amount on their goals.

Requirements to attend ACCOUNTABILITY

1. Must have facility recommendation, which includes TASKS Neighborhoods, appropriate facility staff, etc. Things to look for: dealing with issues as they arise, taking a stand for oneself, consistently improved attitude, significant reduction in consequences, recognized as a positive leader in family.
2. Level 3, no exceptions
3. Significant work done on their monthly goals
4. Must have completed any choose out assignments from previous seminar

Requirements to attend Pre-PCI KEYS

1. Must have facility recommendation, which includes TASKS Neighborhoods, appropriate facility staff, etc.
2. Maintaining Level 3 with 800 points or above
3. Must have completed any choose out assignments from previous seminar

Requirements to attend Post-PCI KEYS

1. Must have completed PCI
2. Have begun work on PCI Family Plan
3. Maintaining Level (level 5 and above)

Requirements to STAFF trainings

1. No off grounds, home visits, doctor visits, parent visits during the training. Students must be present for the entire training.
2. No phone calls scheduled during the training
3. No probation of any type, level or academic
4. Must be supported on their level by Sr. Staff
5. Must not be terminating or graduating within 4 weeks after the training
6. May not be involved in more than two Communities

LEAP STUDENT OF THE WEEK:

The LEAP student is to be determined by the Neighborhood group with Sr. and Jr staff support. The qualities to seek in selecting a LEAP student are as follows:

1. **Made significant progress over the previous week.** This can be a student who has shown a greatly improved attitude, is applying the seminar material where they had shown no application before, someone who is clearly moving in a positive direction and is seen by the group as having made the most significant progress during the previous week
2. **Continues to show steady improvement.** This can be a student who continues to be seen as a positive influence in their family and the program, someone who handles mistakes in a productive and learning fashion
3. **Continues to work on self-improvement goals.** This can be a student who has a positive attitude about continuing to grow and change. If they are Focus graduates, they are utilizing their purpose and contract on a consistent basis.

EFFECTIVE COACHING TIPS



PD here! That's Program Dog for those of you who don't know me. If you really want to be a great coach, read this!! It just may keep you from barking at people. After all, that's my job, and believe me, I'm good at it.

IT'S WHO YOU BE, NOT WHAT YOU DO

What makes a coach great? Great coaching is not solely tied to the coach's knowledge or experience. While many factors may be considered, your greatness as a coach lies not in what you DO, or in what you KNOW, so much as in who you BE

Coaching is based on relationship, communication, and vision. The greatest coaches are those who appreciate our common bond, recognize possibility in themselves and others, and dedicate themselves to living life to its fullest and empowering people. Powerful coaches are grounded in their own self awareness and practice self observation, consistently expanding their ability to draw on a variety of resources to select what works NOW.

Successful coaching show up in your students' successfulness. This success is a function of who you are challenging yourself to be. At the heart of coaching is a commitment to the transformation and empowerment of others. A coach honors, acknowledges, and works with the greatness in people, starting with themselves. Coaches know what inspire them and what they want to achieve in life. Successful coaches empower their students to go beyond self-imposed limits and to be bigger than they ever thought possible.

Who you BE shapes your choices and provides the impetus for what you DO. The questions you ask, the actions you take, the information you offer, all flow from "being" a coach who is unequivocally committed to your student's success.

Being a powerful coach includes:

- o Being an effective communicator
- o Being a powerful listener
- o Being committed to, and standing for, your student's success

BE A COMMUNICATOR.

"Who you be" is a decisive factor in effective communication. Just look at all the times you've heard someone say the right words without the desired effect. Or the times when you've met someone with extensive knowledge whose remarks put you to sleep. Contrast those experiences with times when someone else with far less polish and wit, but with passion, commitment or an interest in YOU, has communicated with you in a way that made a real difference in your life. Something in that person's being allowed for genuine connection and contribution, often in cases where brighter, more experienced, or more articulate people might fail

BE A LISTENER.

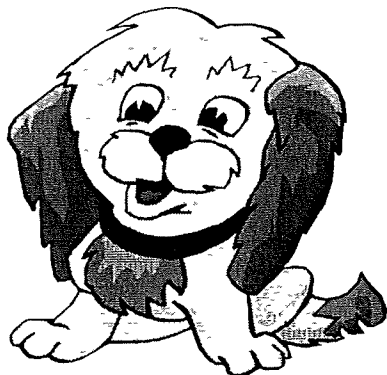
The ability to listen to people powerfully, and to hear what is unspoken, is a function of the ability to be present to everything that is going on. A coach must be a partner, someone who is clearly on your side. A coach is effective when there is a connection, an ability to be in relationship. This is a relationship that does not require need years to develop. Indeed, it may occur in a very brief time.

BE COMMITTED TO YOUR STUDENT.

A coach must take a stand for his or her student's success. This means being relentlessly committed to your student, even when your student's commitment is temporarily lost or misled. Your commitment derives from your own intention and is not dependant upon particular circumstances. When you bring this stand to your Neighborhood, there is no question about the eventual outcome. There is, if you will, no "back door" for either of you.

YOUR LIFE AS A COACH.

To be an effective coach, you must be willing to challenge yourself in your own life. You cannot teach or expect others to do something you are unwilling to do yourself. Each day you must first coach yourself and be open to coaching. Within this ground of BEING lies the true success of great coaching. Coaches must understand, from their own knowledge and experience, the various possibilities open to the student. A coach is not one who has all the answers and simply tells someone what to do. A coach leads their student to effective options and choices. There can be no coaching unless you, the coach, are using your life skills to create new options and choices in your life.



So being a coach requires you to work just like your students. You need to walk the walk, not just talk the talk. Here are some more hints for you.

QUESTIONS TO ASK AS A COACH

What does that mean to you?
What does/did that feel like?
When did you first start feeling this way?
What is your payoff for this behavior?
What beliefs do you have about yourself?
What did you say to yourself when that event happened?
Where do you want to see yourself in the future?
What do you need to do NOW to make that happen?
What is your fear about this?
How did you set this up?
Are you making yourself wrong for this? If so what does that accomplish?
Did you mean _____? or I did not understand what you just said,
could you explain further?
What is your purpose for this?
How does this serve your purpose or vision for when you return home?

PREPARING FOR YOUR COACHING SESSION

Always come to the coaching session prepared. Review the material you will cover in the session. In preparing, look at your life as an example. How is the material you are coaching your student on applicable in your life? Personal experience is very valuable in a coaching relationship. You are not better than the student you are coaching. You may have a different life experience to share which can assist your student in seeing other options. If you enter the session coming from "I am better" or "I am complete," then you will not be an effective coach. Spend some time in examination of your life. Be humble and sincere in your relationship with your student. Remember, life is about continuing the journey of growth.

As you move through your week, spend time reviewing your students' progress. Know what's going on with them in the program. Investigate by asking your upper level peers who have more contact with your student for input. This will assist you in asking valuable questions during the Neighborhood meeting. You are not there to be the prosecutor nor the helper in this relationship. You are there to be a valuable COACH.

Your student will always have something to teach you as you teach them. After each coaching session, review your results. Did you make an impact? Did you create the outcomes you desired? If so, be accountable and acknowledge what was working such that you were a success. If not, be accountable and look at what was not working such that you did not create the results desired. Remember, accountability is about you. DO NOT BEAT YOURSELF UP! Learn what you can do to improve.

HAPPY COACHING !!!

TASKS Support Community

Week 1 Discovery Support Meeting

OVERVIEW:

This time is designed to assist the students by listening, coaching, and inspiring them to integrate the Discovery material into their life. This is the first week out of Discovery. Students will have ups and downs. The key is to reconnect them with their Magical Child. Mistakes are to be expected. Focus them on continuing to use their tools and learning from their mistakes. Have them look for specific ways to apply the tools upon leaving the meeting. Your job is to create an environment in which the student is learning and EXCITED about moving ahead. Let them know the trials you faced at this stage in your program and how you overcame them. You are the model. Live the seminar this week so you will be able to relate to the student.

PURPOSE:

To review the Discovery seminar in light of being out of the seminar one week.

MEETING ACTIVITIES:

- 1 Open Doors to Dance Music – 10 minutes
- 2 General Sharing on the week - 20 minutes
3. Neighborhood Meeting 60-80 minutes

Each student has 5-7 minutes to share about work done during the week. Review the required workbook assignments as follows:

- a Pick one chart from Discovery which is important to the student and share about this with the group.
- b. Review their journal writing on choices. What choices were made, what risks were taken, what options were available at the time, etc?
- c. Review how the student has applied their Discovery learning. What are 5 things they changed, 5 things they did not change, and 5 things they would like to change?
- d. Review their goals. If they are too easy, encourage students to expand them. If they are impossible, encourage them to set different, more realistic goals. If they have fallen down on their goals, encourage them to simply get back up and keep going.

After everyone has shared, have the group determine who is the LEAP student of the week.

JR. STAFF ACTIVITIES:

Before coming to the Community meeting, you should review your Discovery handout. Select the most important chart for you and discuss this with the team during grounding. Review all workbook assignments before the grounding. Know what the week's focus will be. Jr. Staff should take a few minutes during grounding to report out individually on your week. Specifically address your contract, purpose, and use of the Accountability Formula in your daily life.

TASKS Support Community

Week 2 Discovery Support Meeting

OVERVIEW:

This week's focus is on using the Accountability Formula. Each student should have spent time using the formula during the week. Allow general sharing to start the meeting, and include a review of the formula before splitting into Neighborhoods. Set up the review as a group discussion about what Accountability means and how the formula is used. During the Neighborhood meetings, specific checks are to be done on the goals created in Discovery. Remember, your job is not to bring the students down, but to encourage and inspire them to new actions. Students will make mistakes. It is not the mistake which is the issue, but how the student handles it.

PURPOSE:

To review and apply the STOP, LOOK, CHOOSE, VOTE, DO IT, STEP LEFT elements of the Accountability Formula.

MEETING ACTIVITIES:

1. Open Doors to Dance Music – 10 minutes
2. General Sharing on the week - 20 minutes
Accountability Formula Review – 10 minutes
3. Neighborhood Meeting 60-80 minutes
Each student has 5-7 minutes to share about work done during the week. Review the required workbook assignments as follows:
 - a. Take about 10 minutes and discuss what they noticed this week about the difference in feelings between Accountable & Victim.
 - b. Review their writing on the 5 times they were a Victim and the 5 times they were Accountable.
 - c. Have each student choose from their list one of the times they were a Victim and discuss this event from an Accountable point of view.
 - d. Have students review their goals and discuss what needs to happen next week in order to stay on track.After everyone has shared, have the group determine who is the LEAP student of the week

JR. STAFF ACTIVITIES:

Before coming to the meeting, review the Accountability formula so you know it thoroughly. In your staff grounding, discuss what accountability creates in life. Pick one situation this week and discuss it with a staff partner from an accountable point of view. Review all workbook assignments before the grounding. Know what the week's focus will be. Jr Staff should take a few minutes during grounding to report out individually on your week. Specifically address your contract, purpose, and use of the Accountability Formula in your daily life.

TASKS Support Community

Week 3 Discovery Support Meeting

OVERVIEW:

This week is about Grungies and Payoffs. Each student will have a chance during the week to observe their grungy behavior and to be accountable for the results. This week we will focus on patterns of behavior which include anger, depression, fear, or guilt/shame. Your job in the Neighborhood meeting will be to assist your students to see the patterns in their lives that create blocks in relationships. What are some of the specific payoffs the students got from their grungies? Were they using the grungy to manipulate? How is this the same as what they did before entering the program?

PURPOSE:

To learn how the I use my grungies to obtain a payoff. To make new choices to use my emotions rather than abuse them.

MEETING ACTIVITIES:

1. Open Doors to Dance Music - 10 minutes
2. General Sharing on the week - 20 minutes
Review of Grungies and Payoffs chart - 10 minutes
3. Neighborhood Meeting 60-80 minutes
Each student has 5-7 minutes to share work done during the week. Review the required workbook assignments as follows:
 - a. Have each student review their journal from this week. What is their favorite grungy and what is the typical payoff for this behavior?
 - b. Have each student discuss the patterns they see themselves running with regard to this grungy. Have them talk about how this behavior and grungy looked at home before the program
 - c. What new choices will each student commit to making in order to quit using their favorite grungy? What letter needs to be written home to share about this grungy pattern with the family?
 - d. Have each student briefly review their goals for the month. What do they need to do to continue and/or expand their goals?

After everyone has shared, have the group determine who is the LEAP student of the week.

JR. STAFF ACTIVITIES:

Before the grounding starts, review the Grungies and Payoffs chart. What is your favorite grungy and how has it shown up with you over the last week? What patterns do you notice about your Grungy? What are you REALLY doing about making new choices regarding this behavior? Review all workbook assignments before the grounding. Know what the week's focus will be. Jr. Staff should take a few minutes during grounding to report out individually on your week. Specifically address your contract, purpose, and use of the Accountability Formula in your daily life.

TASKS Support Community

Week 4 Discovery Support Meeting

OVERVIEW:

This week centers on agreements and integrity. Each student is to bring a list of agreements kept and broken with both themselves and with at least 4 other people. We will review both the Iceberg and Agreements charts. Your job will be to assist your students in realizing the value they place on their word. We also want to look deeper below the water line (iceberg) to determine the real driving force in their lives.

PURPOSE:

To determine the patterns around breaking and keeping my word. To develop a deeper understanding of integrity and its impact in my life.

MEETING ACTIVITIES:

1. Open Doors to Dance Music - 10 minutes
2. General Sharing on the week - 20 minutes
 - Review of Iceberg and Agreements charts
 - Generate a discussion on integrity and its value to students
3. Neighborhood Meeting 60-80 minutes
 - Each student has 5-7 minutes to share work done during the week. Review the required workbook assignments as follows:
 - a. Have students present their sheets on kept and broken agreements. What pattern do they see about the value of their word?
 - b. Have each student look at the story they tell themselves about breaking their word. How do they play the victim in breaking their word?
 - c. What mirrors exist in the patterns observed this week and the way they dealt with their word at home? With whom did they break most of their agreements at home? What was the story they used?
 - d. Have each student briefly review their goals for the month. What do they need to do to continue and/or expand their goals?
 - After everyone has shared, have the group determine who is the LEAP student of the week.

JR. STAFF ACTIVITIES:

Before coming to the meeting, review YOUR agreements for the week. What promises have you made, and which ones did you keep or break? What is your word worth? What is your definition of integrity and trust? How are you living up to creating a new standard of integrity in your life? Review the Iceberg and Agreements charts. These are critical to this week's discussion. Review all workbook assignments before the grounding. Know what the week's focus will be. Jr. Staff should take a few minutes during grounding to report out individually on your week. Specifically address your contract, purpose, and use of the Accountability Formula in your daily life.

TASKS Support Community

Week 5 Discovery Support Meeting

OVERVIEW:

This week we begin to set students up for the Focus seminar. We have spent the past 4 weeks reviewing and living the Discovery material. Within two weeks your students will be entering the Focus seminar. Over this last week your students have been looking at their lives and the issues they want to deal with in Focus. They are to bring in a version of their life story. Remember, the focus here is not about on events of their lives, but rather on the beliefs which were formed from these events.

PURPOSE:

To connect events of my life with the beliefs which were formed. To see from an accountable point of view the impact of my beliefs and emotions on the choices in my life.

MEETING ACTIVITIES:

1. Open Doors to Dance Music - 10 minutes
2. General Sharing on the week - 30 minutes
Allow for more sharing at this meeting. Focus on life story and decisions.
3. Neighborhood Meeting 60-80 minutes
Each student has 5-7 minutes to share work done during the week. Review the required workbook assignments as follows:
 - a. Have each student share 3-5 major events in their life and the beliefs which were formed or reinforced due to these events.
 - b. Discuss how these beliefs have effected the student's behavior
What type of image, friends, etc. did they create?
 - c. Have each student briefly review their goals for the month. What do they need to do to continue and/or expand their goals?After everyone has shared, have the group determine who is the LEAP student of the week.

JR. STAFF ACTIVITIES:

This is a week to set up the Focus seminar. Take a look at the issues coming up for you at this stage of your program. Which issues are you addressing? Which issues are you ignoring? What is happening concerning your home? What beliefs and images are you still holding onto? What do you need to bring to Keys to further your program? Review all workbook assignments before the grounding. Know what the week's focus will be. Jr. Staff should take a few minutes during grounding to report out individually on your week. Specifically address your contract, purpose, and use of the Accountability Formula in your daily life

TASKS Support Community

Week 6 Discovery Support Meeting

OVERVIEW:

Depending upon the schedule, this meeting may or may not take place. If this support meeting is held, you should continue with the life story and review process. Continue to work with students regarding past events, emotions, and beliefs they need to deal with in Focus. Let them know Focus will require risking, participation, honesty, and will provide tremendous value in their lives.

PURPOSE:

To connect events of my life with the beliefs which were formed. To see from an accountable point of view the impact of my beliefs and emotions on the choices of my life.

MEETING ACTIVITIES:

1. Open Doors to Dance Music - 10 minutes
2. General Sharing on the week - 30 minutes
Allow for more sharing at this meeting. Center the discussion on dealing with issues in Focus
3. Neighborhood Meeting 60-80 minutes
Each student has 5-7 minutes to share work done during the week. Review the required workbook assignments as follows:
 - a. Have each student share about their month. What is different, what is the same? What new choices have they consistently made since Discovery?
 - b. What specific fears do they have about Focus?
 - c. Have each student briefly review their goals for the month. What do they need to do to continue and/or expand their goals?After everyone has shared, have the group determine who is the LEAP student of the week.

JR. STAFF ACTIVITIES:

As Jr. staff you should be working on your home issues. This will ensure you are a role model for the new students. Your program vision is to be successful at home. The major part of the program is done during this upper level period. Look at your Family Plan from either Parent Weekend or Parent-Child I, if you have one. What needs to be done to complete this plan? If you do not yet have this plan, what do you need to address in order to push yourself? Find one staff member with which you have a problem and, from an accountable point of view, create a solution within you about this problem. Who does this staff member represent in your life - mom, dad, sibling, or some type of authority figure? Review all workbook assignments before the grounding. Know what the week's focus will be. Jr. Staff should take a few minutes during grounding to report out individually on your week. Specifically address your contract, purpose, and use of the Accountability Formula in your daily life.