

Coral Reef Academy Program Overview

Begin Your Journey...

	Vaitele Fou	Maasina	Salani	Vaiee	Matautu	Faleolo
Overview of Journey Destinations						
Activities Individual	<p>Clinical Assessment</p> <ul style="list-style-type: none"> - Beck - SASSI - Meyers-Briggs <p>Goal Setting:</p> <ul style="list-style-type: none"> - Handouts - Life Journey <p>Reading:</p> <ul style="list-style-type: none"> - Who Moved My Cheese - The Young Traveler's Gift 	<p>Clinical Assessment</p> <p>Goal Setting:</p> <ul style="list-style-type: none"> - Handouts - Life Journey <p>Reading:</p> <ul style="list-style-type: none"> - Man's Search for Meaning - Lord of the Flies 	<p>Clinical Assessment</p> <p>Goal Setting:</p> <ul style="list-style-type: none"> - Handouts - Life Journey <p>Reading:</p> <ul style="list-style-type: none"> - Yes, Your Parent's are Crazy - Touching Spirit Bear 	<p>Clinical Assessment</p> <p>Goal Setting:</p> <ul style="list-style-type: none"> - Aftercare and Relapse Prevention <p>Reading:</p> <ul style="list-style-type: none"> - Master Student - The Last Lecture 	<p>Clinical Assessment</p> <p>Goal Setting:</p> <ul style="list-style-type: none"> - Aftercare and Relapse Prevention continues - Academic & Employment goals <p>Reading:</p> <ul style="list-style-type: none"> - What Color is Your Parachute - The Lost Years 	<p>Clinical Assessment</p> <p>Goal Setting:</p> <ul style="list-style-type: none"> - Year Plan - Short – term - Medium – term - Long - term <p>Reading:</p> <ul style="list-style-type: none"> - The Anatomy of Peace - Tuesdays with Morrie
Family	<p>Set milestones for all areas for Maasina</p> <p>Phone Calls</p> <p>Letters</p> <p>Family Therapy Goals</p>	<p>Set milestones for all areas for Salani</p> <p>Phone Calls</p> <p>Letters</p> <p>Family Therapy Goals</p>	<p>Set milestones for all areas for Vaiee</p> <p>Phone Calls</p> <p>Letters</p> <p>Family Therapy Goals</p>	<p>Set milestones for all areas for Matautu</p> <p>Phone Calls</p> <p>Letters</p> <p>Family Therapy Goals</p>	<p>Set milestones for all areas for Faleolo</p> <p>Phone Calls</p> <p>Letters</p> <p>Family Therapy Goals</p>	<p>Set milestones for all areas for Home</p> <p>Phone Calls</p> <p>Letters</p> <p>Family Therapy Goals</p>
Life Skills	<p>Hygiene (self, clothes and belongings)</p> <p>3 H's (hygiene, hydration and hand-washing)</p> <p>Self care (nutrition, hydration, sleeping)</p> <p>Exercise</p> <p>Nursing (medications)</p>	<p>Hygiene & Self-care continues</p> <p>Laundry</p> <p>Exercise</p> <p>Nursing (medications)</p>	<p>Hygiene & Self-Care continues</p> <p>Cooking Class</p> <p>Exercise</p> <p>Nursing (medications)</p>	<p>Hygiene & Self-Care continues</p> <p>Shopping & Cooking</p> <p>Exercise</p> <p>Nursing (medications)</p>	<p>Hygiene & Self-Care continues</p> <p>Budgeting</p> <p>Exercise</p> <p>Nursing (medications)</p>	<p>Hygiene & Self Care continues</p> <p>Resume & Job Skills</p> <p>Exercise</p> <p>Nursing (medications)</p>
Education	<p>Classroom Norms</p> <p>Individualized Education Plan</p> <p>Read: - Master Student</p> <p>Computer Protocols</p> <p>Academic Goals</p>	<p>Classroom Norms</p> <p>Academic Goals</p>	<p>Classroom Norms</p> <p>Academic Goals</p>	<p>Classroom Norms</p> <p>Academic Goals</p>	<p>Classroom Norms</p> <p>Academic Goals</p>	<p>Classroom Norms</p> <p>Academic Goals</p>

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Community	Residential Norms Chores Communication (appropriate interaction with students and staff) Service	Residential Norms Chores Service	Residential Norms Chores Service	Residential Norms Chores Service	Residential Norms Chores Service	Residential Norms Chores Service
Cultural Immersion	Language Staff Interviews History Dancing Reading	Language History Dancing Reading Crafts	Language History Dancing Reading Crafts	Language History Dancing Reading Crafts Village Stay – weekend	Language History Dancing Reading Crafts Village Stay – 4 day & Project	Language History Dancing Reading Crafts Village Stay – weeklong & Presentation

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Functioning	<ul style="list-style-type: none"> Learn to comply with non-negotiable program norms. Maintain compliance with basic health, safety and welfare issues. 	<ul style="list-style-type: none"> Demonstrates ability to follow program norms – and is regularly showing attempts to be consistent in this Capable of displaying more openness as to why he is in program. May still be susceptible to negative peer influence but is also aware of the personal and peer group consequences that occur. Has begun to identify and share his own identified area of concern with family, therapist and group Beginning to understand the importance of his contribution and demonstrates this by completing his service role. Beginning to display concern for the welfare of the group and others. 	<ul style="list-style-type: none"> Demonstrates daily the ability to follow program norms with very little prompting from peers or staff. Proactively seeks and is open to feedback from peers and staff May occasionally slip back into old, negative patterns of behavior, but can be redirected by staff when care-fronted. Manages anger appropriately and has the ability to take a self time-out when necessary. Beginning to make amends with his family and accept responsibility for his past, present, and future actions. Demonstrates care and concern for the community around him Readily serves others without prompting, truly realizes ability to impact others in both negative and positive ways. 	<ul style="list-style-type: none"> Demonstrates daily the ability to follow program norms with very little prompting from peers or staff. Demonstrates positive behaviors and encourages others to in helpful ways to join in positive behaviors Enjoys helping others and believes he is making a difference. Accepts complete responsibility for his placement at CRA and does not blame his problems & behavior on others. Active leader in the CRA Community and is an integral role model in the community Working diligently and sincerely on family issues. Has begun to internalize the changes in his life and is self-governing. Does not blame his problems on others and consistently accepts responsibility for himself and his actions. 	<ul style="list-style-type: none"> Has earned a high level of trust from peers and staff and is able to display good judgment in most decisions. Supports therapeutic community and contributes to the community in every way. Has clearly made positive change. Influences peers, inspiring others to make good decisions, while addressing negative subcultures. Has outlined future goals, both personal & educational, that are realistic & attainable. For the most part, family issues have been thoroughly addressed & family is working toward reconciliation. Demonstrates balanced and responsible lifestyle choices. Can clearly articulate personal value system. 	<ul style="list-style-type: none"> Actively creating aftercare plan Working and functioning in greater community Gained full trust of staff and students, and community Functions proactively within home and community. Does not react to difficulties in his life, but rather responds in appropriate ways when faced with new stressful situations. Able to accept changes in his life with the ability to think clearly and enact an effective coping plan. Demonstrates the ability to negotiate with others and get his needs met without manipulation or “conning” others. Demonstrates the ability to respond to critical life experiences with adaptive, constructive behavior. Enjoys success scholastically, in the family, and in his personal life. Demonstrate ability to maintain his recovery.

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<p>Privileges: Resident privileges are designed for two purposes. First, they provide an incentive for residents to move through the program levels. Second, as the locus of control gradually shifts from “external” (staff imposed) to “internal” (self-imposed), residents are allowed to practice new skills and levels of functioning with increasingly broader boundaries and less intensive staff supervision. Privileges must be earned by residents through their behavior and participation in the program. Achieving a new program level does not mean a resident automatically earns the privileges available to residents on that level. Not all residents will receive all privileges of each level.</p>						
Milieu	<ul style="list-style-type: none"> Can receive letters and emails from family/guardian as approved 	<ul style="list-style-type: none"> May receive letters from extended family 		<ul style="list-style-type: none"> Unsupervised movement across campus 	<ul style="list-style-type: none"> May create specialized schedule tailored to achieve individual treatment and program goals as approved by treatment team. Internet access as approved by treatment team 	<ul style="list-style-type: none"> Bedtime is extended to 10:30 pm Can grow out hair in approved “neat” style (above collar)
Physical Education/Adventure Activities	<ul style="list-style-type: none"> May attend cardio and church if off campus. Not eligible to participate in any off campus activities with exceptions stated above. 	<ul style="list-style-type: none"> Join in off-campus activities including: <ul style="list-style-type: none"> Church Saturday activity Experiential Cultural activities Educational activities. Friday night dinner 	<ul style="list-style-type: none"> May participate in specialized education or adventure activities or classes as approved by treatment team 1 x 12 hour staff trip with Supervisor or manager level staff 	<ul style="list-style-type: none"> May participate in community league sports. 2 x 12 hour staff trip 	<ul style="list-style-type: none"> May plan and participate in recreational/cultural day trips with other Matai and/or staff. May have one overnight Samoan Village stay. 	<ul style="list-style-type: none"> May have multiple day trips and overnight Samoan Village stays as approved by treatment team
Personal Leisure Activities		<ul style="list-style-type: none"> May have personal leisure items (skim boards, boogie boards, board games, cards, etc) as approved by therapist or residential. May have personal reading materials with exception of periodicals. 	<ul style="list-style-type: none"> May have personal musical instrument for use during free time. May have hand held electronic game device to be used during free time. May have digital camera. Eligible for \$10.00 weekly allowance 	<ul style="list-style-type: none"> May have personal music device which may be used during free time and bed time prior to lights out. Eligible for \$10.00 weekly allowance 	<ul style="list-style-type: none"> May have personal magazines with staff approval. May go on 60 minute unsupervised trust walks. May have reading light for reading in bed until 10:30 p.m. bedtime. Eligible for \$15.00 weekly allowance 	<ul style="list-style-type: none"> Breakfast club – from 7am – 10:30 am Eligible for \$20.00 weekly allowance

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Jewelry and personal items	<ul style="list-style-type: none"> May wear a watch 	<ul style="list-style-type: none"> May wear a watch and additional approved jewelry item (ring, necklace, bracelet) 	<ul style="list-style-type: none"> May wear 2 items of approved jewelry at a time, i.e. ring, necklace or bracelet 		<ul style="list-style-type: none"> May have wallet. 	
Supervision	<ul style="list-style-type: none"> Must be with mentor at all times on grounds and in house. 	<ul style="list-style-type: none"> May move about house within staff view. Must have escort to move about campus. 		<ul style="list-style-type: none"> Unsupervised movement within house and campus. 	<ul style="list-style-type: none"> May go on staff-approved, unsupervised walks, or outings. Unsupervised free time as approved in personal plan. 	<ul style="list-style-type: none"> Can escort others on campus
Family Contact	<ul style="list-style-type: none"> May receive email and letters from parents/guardian only. 	<ul style="list-style-type: none"> Eligible for one supervised 15-minute phone call per week with immediate family only. Eligible to receive email and letters from parents, siblings extended family 	<ul style="list-style-type: none"> Eligible for one 15-minute supervised phone call per week with approved family member(s) – may include extended family. May receive email & letters with approved extended family members. 	<ul style="list-style-type: none"> Eligible for two 15-minute supervised phone calls per week with approved family member(s). Eligible to receive email & letters from one approved peer. 	<ul style="list-style-type: none"> Eligible for three 15-minute phone calls per week from approved family member(s). Eligible to receive email & letters from two approved friends. 	<ul style="list-style-type: none"> 3 15 minute family calls per week – unsupervised as approved by staff