**Orientation Packet Daily Checklist**

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| --- | --- | --- | --- |
| Youth | Intake Date | Staff Completing Intake | Packet Completion Date |
|  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Task | Staff Assigned | Date Assigned | Date Completed | Staff Initials |  Program Coordinator Initials |
| After Intake |  |  |  |  |  |
| Orientation for New Youth |  |  |  |  |  |
| Day 1 |  |  |  |  |  |
| Day 2 |  |  |  |  |  |
| Day 3 |  |  |  |  |  |
| Day 4 |  |  |  |  |  |
| Day 5 |  |  |  |  |  |
| Day 6 |  |  |  |  |  |
| Day 7 |  |  |  |  |  |

**Introduction**

**Youth Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Admit Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

You have entered the Emergency Stabilization and Treatment Shelter. While you are here, you will be required to complete many tasks to a standard often higher than what you are used to. The more cooperative you are, the easier your stay with us will be. The following is a schedule of the tasks you need to complete over the next 7 days to be successful and an orientation packet that staff will work through with you.

**After Intake**

|  |  |  |
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| **Task** | **Client Initials** | **Staff Initials** |
| What Did You Do To Get Here? |  |  |
| How To Interact With Staff |  |  |
| How To Interact With Youth |  |  |

**Orientation for New Youth**

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| **Task** | **Client Initials** | **Staff Initials** |
| Morning Routine |  |  |
| Meal Time Routine |  |  |
| How To Fill Out Dietaries. |  |  |
| Daily Schedule |  |  |
| Constant Checklists For All Constants |  |  |
| What A Time-Out Is. |  |  |
| What Work-Time Is. |  |  |
| How Study Hall Is Conducted. |  |  |

**Day 1 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(48-Hour Restriction, No Recreation)**

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| **Task** | **Client Initials** | **Staff Initials** |
| The Point System |  |  |
| Point Card Layout Basic Sheet |  |  |
| Role Play 2 Interactions For Following Skills, One Positive And One Negative. | Pos. | Neg. | Pos. | Neg. |
|  Following Instructions |  |  |  |  |
|  Peer And Adult Relations |  |  |  |  |
|  Accepting The Answer No |  |  |  |  |
|  Asking Permission |  |  |  |  |
|  Reporting Whereabouts |  |  |  |  |
|  Rational Problem Solving |  |  |  |  |
|  Promptness |  |  |  |  |
| Read The Entire Rule Book |  |  |
| (Pages 1-8) Youth Hand Book  |  |  |
| Write Down Social Skills 1-5, 3 times each. |  |  |
| (Skills 1-5) Social Skills memorized |  |  |

**Day 2 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(48-Hour Restriction, No Recreation)**

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| --- | --- | --- |
| **Task** | **Client Initials** | **Staff Initials** |
| (Pages 9-17) Youth Hand Book  |  |  |
| Write Down Social Skills 6-10, 3 times each. |  |  |
| (Skills 6-10) Social Skills memorized |  |  |
| Finish School Success Manual |  |  |

**Day 3 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Recreation Available if you are on level and on pace.)**

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| --- | --- | --- |
| **Task** | **Client Initials** | **Staff Initials** |
| (Pages 18-25) Youth Hand Book  |  |  |
| Write Down Social Skills 11-15, 3 times each. |  |  |
| (Skills 11-15) Social Skills memorized |  |  |

**Day 4 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Recreation Available if you are on level and on pace.)**

|  |  |  |
| --- | --- | --- |
| **Task** | **Client Initials** | **Staff Initials** |
| (Pages 26-33) Youth Hand Book  |  |  |

**Day 5 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Recreation Available if you are on level and on pace.)**

|  |  |  |
| --- | --- | --- |
| **Task** | **Client Initials** | **Staff Initials** |
| (Pages 34-41) Youth Hand Book  |  |  |

**Day 6 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Recreation Available if you are on level and on pace.)**

|  |  |  |
| --- | --- | --- |
| **Task** | **Client Initials** | **Staff Initials** |
| (Pages 42-49) Youth Hand Book  |  |  |

**Day 7 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Recreation Available if you are on level and on pace.)**

|  |  |  |
| --- | --- | --- |
| **Task** | **Client Initials** | **Staff Initials** |
| (Pages 50-Finish) Youth Hand Book  |  |  |

**Social Skills To Memorize:**

**Day One:**

|  |  |
| --- | --- |
| **Skill** | **Memorized** |
| **FOLLOWING INSTRUCTIONS**1. Look at person2. Say okay3. Begin task instantly4. Stay on task5. Check back |  |
| **RATIONAL PROBLEM SOLVING**1. Look at person2. Calm voice tone:(a) describe problem(b) give solution(c) give rationales (reasons)3. Ask for input (opinion)4. Discuss possible solutions5. Make resolution6. Thank person for listening |  |
| **ACCEPTING THE ANSWER "NO"**1. Look at person2. Say okay3. Make statement such as "maybe some other time". |  |
| **ACCEPTING CRITICISM**1. Look at person2. Say okay3. Make statement of change or follow instructions4. Follow up |  |
| **REPORTING WHEREABOUTS**1. Ask permission to leave2. Check out when leaving3. Call 30 minutes in advance if going to be late4. Check in when returning |  |

**Social Skills To Memorize:**

**Day Two:**

|  |  |
| --- | --- |
| **Skill** | **Memorized** |
| **ASKING PERMISSION**1. Get person's attention2. Ask: where, when, what and with whom3. Wait for response4. Accept answer (yes or no) |  |
| **SAYING "NO" TO A PEER**1. Look at person2. Statement of concern3. Give rationales4. State decision "no"5. State alternatives**PROMPTNESS**1. Arrive on time - preferably 5 minutes early2. Be totally ready with self and required materials3. Be ready for action |  |
| **SCHOOL SUCCESS**1. Attend school with no unexcused absences2. Arrive to all classes on time3. Complete assignments on time4. Maintain C's or higher |  |
| **HEALTH**1. No drugs2. No alcohol3. Balanced diet4. Maintain weight5. Physical - work out |  |

**Social Skills to Memorize**

**Day Three:**

|  |  |
| --- | --- |
| **Skill** | **Memorized** |
| **ACCEPTING COMPLIMENTS**1. Look at person2. Thank person |  |
| **GIVING COMPLIMENTS**1. Look at person2. Pleasant facial expression3. State observation calmly4. Say "You're welcome" when person thanks you |  |
| **HONESTY**1. Tell entire truth2. Do not omit details3. Accept responsibility for actions4. Don't use excuses (e.g., "I didn't know" or "That's not what you meant") |  |
| **PEER & ADULT RELATIONS**1. Use all social skills2. Engage in meaningful relationships3. No excessive horseplay or putdowns4. Engage in communication5. Use greeting skills6. Use manners |  |
| **SODAS****S**ituation **O**ption**D**isadvantages **A**dvantage**S**olutions |  |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What I Have Done To Get In Trouble**

Answer the following using complete sentences.

(1) Explain in detail the reason you are in trouble. Include what, when, where, why, and with whom.

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(2) Describe what you were trying to gain or how you were planning to benefit from this situation.

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(3) Inappropriate behavior can affect you in many ways, both short term and long term. Describe what this behavior has cost you as it applies to the following:

A. Did this behavior cost you money, either through restitution or loss of hours at work, etc. What did it cost you?

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B. How did this behavior effect your free time and privileges?

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C. Explain how this behavior can affect your relationship with your family and others that are important to you:

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D. Describe how this behavior affects your self esteem:

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E. Describe how this behavior affects your reputation:

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(4) To be successful, it is important to learn from your mistakes. Explain what you have learned from this situation:

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(5) Explain how you can avoid this from happening in the future:

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(6) Give an example of another situation in which you could use what you have learned:

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(7) In the future, what can you do to be successful? Give examples of how you will accomplish this:

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**How to Interact With Staff**:

Youth should address staff by Mr. or Mrs. And the staff’s last name. Youth should always be respectful and positive as when dealing with staff.

**How to Interact With Youth:**

Youth should be respectful to other youth’s situations in the program. Youth should focus on their personal goals and not that of other clients in the program.

**Morning Routine (Non School Day)**

**9:00** Wake up call youth sign in on prompt AM

**9:05** Sign in (2nd wake up call, 1pt per minute late, - 2pt for promptness) +1 pts if on time

 **9:10**  3rd wake up call (-1 pts per minute, -5 pts for promptness) Staff need to stay with youth until they are up.

**10:00** Youth should be signed off for constants, dietary, bedroom, self complete and ready.

**Morning Routine (School Day)**

**5:30**  Wake up call, youth sign in on prompt AM

 **5:35**  Sign in (2nd wake up call, -1 pt per minute late, -2 pts for promptness) +1 pts if on time.

 **5:40**  3rd wake up call (-1pts per minute, -5 pts for promptness) Staff need to stay with youth until they are up.

**6:30** Youth should be signed off for constants, dietary, bedroom, self complete

 and ready.

**Meals**

You eat what staff prepares for meals. Don't ask to make something special. If you choose not to eat a meal, you can always opt to make a peanut butter sandwich (not "and jelly").

There will be a standard point fine for negative comments about meals and/or food in general at RYC.

*Exceptions: If you are a confirmed vegetarian OR have an existing medical condition that requires a special diet.*

**Meals: Clean Up**

After meals, youth are responsible to take their own plates to the kitchen and scrape them. Youth should then begin their daily constants found on the client point sheet.

**Dietaries**

During the morning routine, youth need to fill out the dietary and have it signed by staff. Fill out the form accurately; circling everything that you ate that morning.

**Schedule: Non-School Day**

**9:00** Wake up call youth sign in on prompt AM

**9:05** Sign in (2nd wake up call, 1pt per minute late, - 2pt for promptness) +1 pts if on time

 **9:10**  3rd wake up call (-1 pts per minute, -5 pts for promptness) Staff need to stay with youth until they are up.

**10:00** Youth should be signed off for constants, dietary, bedroom, self complete and ready.

 **10:00-10:30** Family conference

**10:30-12:30** Sign in for work (weekly 1 hr, sub 3 hr)

 **12:30-1:00** Lunch & lunch cleanup

**1:00-2:30** **Rec** Activities for **Privilege level**. Example: swimming, weight lifting, basketball, movies, roller skating.

**2:30-3:00** Snacks

 **3:30-5:30** **Rec** Activities **All levels** (orientation, weekly and merit) Example weight lifting, walks, ward lake, hikes, beach, etc. (Non-paying recs).

**6:00-7:00** Dinner

**7:00-7:30** Dinner clean up

**7:30-9:00** Free time, movies, dances, in house movies, games, etc.

**9:30-10:00** Quiet time/in room/lights out at 10:00

**Schedule School Day**

 **Morning Schedule**

**5:30**  Wake up call, youth sign in on prompt AM

 **5:35**  Sign in (2nd wake up call, -1 pt per minute late, -2 pts for promptness) +1 pts if on time.

 **5:40**  3rd wake up call (-1pts per minute, -5 pts for promptness) Staff need to stay with youth until they are up.

 **7:15-7:45** Students leave for school.

**After School Schedule**

 **3:00-3:15** Students return from school

 **3:00-3:15** Snacks get ready for study hall

 **3:15-4:00** Study hall

 **4:00-5:45** Extra Study hall/Recreation

**6:00-6:30** Dinner

 **6:30-7:00** Dinner clean up

**7:00-8:00** Family Conference

**8:00-8:30** Free time/Extra study

 **9:00-9:30** Bedtime, lights out at 9:30

**Time-Out:**

Staff can and will send clients to ‘time-out’ for a wide variety of reasons. Sometimes it will mean that you are in trouble and staff is deciding what consequence to give you, other times it might mean that staff is having a problem with another client and (s)he needs you to leave the room. If you are sent to time-out you need to say ‘ok’ and go **straight** to time-out without talking. Time-out can last as long as it needs to but is generally only a few minutes. The more positive you can stay while you are in time-out, the quicker you will be released.

**Work-Time**

**Long-Term**

Clients on sub level will have a minimum 3 hours of work-time per day. All clients will do at least 1 hour of work-time per day in addition to their daily constants. Work-time is a constructive activity that the staff puts you on. Work-time blocks can be as little as 45min if the client works straight through with no breaks and has a positive attitude. Work-time is a very common consequence in the facility. It is giving to clients for most minor infractions along with point fines.

**Emergency Shelter**

Clients will have 1 hour of constructive / work-time to be monitored by day staff.