

## PHASE I SHEETS

Name \_\_\_\_\_

Date \_\_\_\_\_

### PHASE I

(1) 0-19%   (2) 20-54%   (3) 55-75%   (4) 75-90%   (5) 90-100%

#### A Phase I Student:

Identifies & labels feelings  
Expresses feelings respectfully  
Begins to identify pleasure seeking behavior  
Begins to recognize impulses  
Uses "I" messages  
Self discloses with prompting  
Explores the process of resistance  
and denial  
Participates in groups  
Understands the concept of feedback  
Gives feedback to others  
Begins to understand emotional, physical,  
sexual, and spiritual boundaries  
Is on time  
Completes work on time  
Exhibits respectful actions toward self  
Exhibits respectful actions toward facility  
including personal space and belongings  
Exhibits respectful action toward peers  
Exhibits respectful actions toward staff  
Follows rules  
Is courteous to others: thank you, please, etc.  
Works through emotions about being  
at SRA  
Is open to redirection  
Explores false self  
Assesses level of honesty  
Begins to establish trust with self and others  
Works towards consciousness and awareness

### ACADEMICS

#### A Phase I Student:

Follows classroom rules of conduct & order  
as specified by the instructor  
Completes units, assignments & outcomes of  
each course  
Begins to ask relevant questions  
Begins to understand individual learning style  
Works toward a B average  
Begins to identify self-limiting beliefs, attitudes  
and behaviors regarding academics  
Assesses study skills  
Completes 3 book reports  
Participates in study skills course

## **COMMUNITY**

### **A Phase I Student:**

- Begins to develop working relationships and rapport with SRA Family
- Shares a meal with each member of her Family
- Works cooperatively and respectfully with roommates
- Exhibits the following skills:
  - hand shake, eye contact, introductions,
  - make bed, clean bathroom, vacuum,
  - set table, serve meal, table manners
- Learns to write checks and balance account
- Participates in Family Group
- Participates in Phase 1 Group
- Participates in service
- Presents new student assignment to Family

## **THERAPY**

### **A Phase I Student:**

- Reads phase 1 books
- Participates in establishing treatment goals
- Begins to explore SRA as an opportunity
- Becomes familiar with the concepts of False, Authentic and Whole Self
- Identifies cognitive distortions: approval, denial self-limiting beliefs, thinking errors, control and power
- Evaluates relationship style and patterns

## **PHYSICAL CONDITIONING**

### **A Phase I Student:**

- Participates in physical conditioning
- Participates in intramurals
- Begins to explore the connection between physical health and mental, emotional, intellectual, spiritual well being
- Becomes aware of appropriate body movement & posture
- Develops personal hygiene & grooming rituals: body, hair, teeth
- Experiences different foods as prepared & served
- Becomes acquainted w/healthful eating habits
- Keeps a PC journal
- Follows medical directions and doctors' orders

## **FAMILY**

### **A Phase I Student:**

- Initiates communication with family through family therapy & letter writing

Develops letter writing skills & write parent(s)  
at least once a week

Begins to identify family issues and shares  
with family

Begins to understand & accept parents decision  
to place student at SRA

Begins to establish trust with family

Successfully completes at least 1 phone call

## PHASE II SHEETS

Name \_\_\_\_\_

Date \_\_\_\_\_

### PHASE II

(1) 0-19%    (2) 20-54%    (3) 55-75%    (4) 75-90%    (5) 90-100%

#### A Phase II Student:

Expresses feelings in a proactive manner  
Assesses the intensity of feelings  
Identifies pleasure seeking behavior  
Recognizes impulses & begins to stop process  
Practices accountability and uses "I" messages  
Honestly self-discloses  
Continues processing resistance & denial  
Openly participates in group  
Understands feedback  
Gives feedback to others  
Identifies emotional, physical, sexual, and  
    spiritual boundaries  
Is on time  
Completes assignments and work on time  
Exhibits respectful actions toward self  
Exhibits respectful actions toward peers  
Exhibits respectful actions toward facility-  
    including personal space and belongings  
Exhibits respectful actions toward staff  
Follows & enforces rules  
Demonstrates courtesy to others  
Accepts being at SRA  
Begins to self direct  
Begins to challenge false self  
Chooses honesty  
Builds trust with self and others  
Exercises consciousness and awareness  
Exhibits self-motivation  
Begins to identify personal values  
Understands the difference between needs and  
    wants  
Expands circle of friends  
Begins to delay gratification  
Identifies personal issues  
Identifies self-limiting beliefs, attitudes, and  
    behaviors  
Begins to understand choice and  
    responsibility  
Recognizes patterns that work and do not work  
Reads "The Four Agreements" and discuss  
    with Phase II group

## **ACADEMICS**

### **A Phase II Student:**

- Follows classroom rules of conduct & order as specified by instructor
- Completes units, assignments & outcomes of each course
- Begins to share ideas & continues to ask relevant questions
- Begins to identify and develop strategies to accommodate learning differences
- Demonstrates optimal effort toward a B average
- Identifies & discusses (with academic advisor) self-limiting beliefs, attitudes & behaviors regarding academics
- Uses appropriate study skills
- Completes study skills class
- Completes 4 book reports
- Contributes to group discussion
- Begins to understand the importance & impact of education

## **COMMUNITY**

### **A Phase II**

- Develops working relationships with Family and others
- Works cooperatively and respectfully w/roommates
- Exhibits the following skills:
  - hand shake, eye contact, introductions,
  - make bed, clean bathroom, vacuum,
  - set table, serve meal, table manners
- Learns to write checks and balance account
- Participates in Family group
- Participates in Phase 2 group
- Participates in service
- Learns phone etiquette
- Serves as a chairwoman in Family
- Writes & sends at least three thank-you notes
- Teaches others community duties: washing, cleaning, vacuum, table setting, serving
- Serves as a room leader
- Serves as a table leader

## **THERAPY**

### **A Phase II Student:**

- Reads Phase II books
- Participates in revision/review of treatment plan
- Recognizes SRA as a life-changing opportunity
- Recognizes examples of False, Authentic and Whole Self
- Challenges cognitive distortions
- Takes ownership of relationship patterns
- Creates & performs skit about false self at SRA

## **PHYSICAL CONDITIONING**

### **A Phase II Student:**

- Participates in physical conditioning
- Participates in intramurals
- Understands the connection between physical health and mental, emotional, intellectual, spiritual well being
- Understands feminine body physiology
- Is aware of appropriate body movement & posture
- Exhibits good personal hygiene & grooming rituals: body, hair, teeth
- Experiences different foods as prepared & served
- Is acquainted with healthful eating habits
- Keeps a PC journal
- Follows medical directions and doctors' orders
- Understands basic nutrition
- Gives a 5 minute presentation to Family on health-related topic from list

## **FAMILY**

### **A Phase II**

- Develops appropriate and honest communication with family through family therapy, calls, letter writing, trainings, & visits
- Writes parents at least once a week
- Identifies family issues & share w/family
- Understands parents decision to place student at SRA
- Builds trust with family
- Completes at least 1 successful area visit
- Begins to understand boundaries in the family
- Begins to establish rapport with sibling(s)
- Establishes therapeutic goals for each vicinity visit and shares with family

## **TRAININGS**

- Completes Challenge

## PHASE III SHEETS

Name \_\_\_\_\_

Date \_\_\_\_\_

### PHASE III

(1) 0-19%    (2) 20-54%    (3) 55-75%    (4) 75-90%    (5) 90-100%

#### A Phase III Student:

Expresses feelings in a proactive manner  
Begins to demonstrate emotional moderation  
Decreases pleasure seeking behavior and  
increases delayed gratification  
Recognizes impulses & begins to make new  
choices  
Demonstrates emotional and behavioral  
accountability  
Accountably self-discloses  
Accountably processes resistance and denial  
Participates and leads in group  
Utilizes feedback  
Gives feedback to others  
Sets emotional, physical, sexual, and  
spiritual boundaries  
Is on time  
Completes assignments and work on time  
Leads in respectful actions toward self  
Leads in respectful actions toward peers  
Leads in respectful actions toward facility-  
including personal space and belongings  
Leads in respectful actions toward staff  
Leads in courtesy to others  
Follows & enforces rules  
Accepts being at SRA  
Exhibits self-redirection  
Begins to differentiate between false and  
authentic self and makes choices to support the  
authentic self  
Chooses honesty  
Builds & enhances trust with self & others  
Is conscious and aware  
Expands self-motivation  
Acts in alignment with personal values  
Chooses needs and wants  
Expands circle of friends  
Makes choices to remedy personal issues  
Identifies self-enhancing beliefs, attitudes &  
behaviors & begins to incorporate into daily living  
Understands issues impact on choice  
Recognizes patterns that work & do not work  
& begins to make new choices  
Begins to implement "The Four Agreements" in life  
Experiences reduction in fear, doubt, stress,

shame, pain, sadness  
Experiences an increase in self-trust, self-confidence, self-esteem and joy  
Uses proactive & productive self talk  
Willingly and accountably looks at choice and results  
Maintains working relationships with others  
Is willing to take risks in new situations  
Follows guidelines and rules of on and off campus activities  
Follows through on responsibilities required to attend all on and off campus activities  
Begins to actively support the SRA community by:  
recognizing problems & creating solution  
organizing and leading blocks of activities  
understanding and leading in upholding the SRA structure  
Acts in an age-appropriate manner

## **ACADEMICS**

### **A Phase III Student:**

Leads in classroom rules of conduct & order as specified by the instructor  
Completes units, assignments & outcomes of each course  
Utilizes strategies to accommodate learning styles  
Shares ideas and ask questions  
Maintains a B average  
Creates self-enhancing beliefs regarding academics  
Utilizes study skills  
Completes 4 book reports  
Writes a report on the importance & impact of education to be reviewed by academic advisor  
Contributes to group discussions  
Begins to demonstrate the use of critical thinking  
Begins to demonstrate an ability to synthesize  
Completes life skills course

## **COMMUNITY**

### **A Phase III Student**

Leads and supports cooperation and respect with roommates  
Exhibits the following skills:  
hand shake, eye contact, introductions,  
make bed, clean bathroom, vacuum,  
set table, serve meal, table manners  
Maintains accuracy in writing checks & balancing account  
Participates and leads in Family group  
Participates and leads in Phase III group  
Participates and leads in service



Utilizes phone etiquette  
Serves as an Officer in Family  
Writes & sends at least three thank-you notes  
Teaches others community duties: washing,  
cleaning, vacuum, table setting, serving  
Displays leadership abilities by effectively running  
a Phase III meeting  
Hosts a guest speaker  
Serves as peer leader - Big Sister  
Serves as a room mentor  
Serves as a table leader  
Attends & participates in St. Paul's activities

## **THERAPY**

### **A Phase III Student:**

Reads Phase III books  
Participates in review/revision of treatment plan  
Develops awareness of cognitive distortions and makes changes  
Formulates working relationship style and patterns  
Begins to evaluate working friends with family prior to Phase IV  
Begins to evaluate readiness for dating with family prior to Phase IV  
Completes Leap 1& II reviews with therapist and  
shares with parents

## **PHYSICAL CONDITIONING**

### **A Phase III Student:**

Participates and leads in physical conditioning  
Participates and leads in intramurals  
Practices the connection between physical health  
and mental, emotional, intellectual, spiritual well being  
Is aware of appropriate body movement &  
posture  
Uses personal hygiene & grooming  
rituals: body, hair, teeth  
Experiences different foods as prepared &  
served  
Understands healthy nutrition  
Follows medical directions and doctor's orders  
Keeps a PC Journal  
Discusses beliefs, attitudes, behaviors  
about body with therapist  
Demonstrates respect for ones own femininity  
and sexuality  
Completes Body Awareness class

## **FAMILY**

### **A Phase III Student:**

Demonstrates accountable & honest  
communication w/family through family therapy,  
calls, letter writing, trainings, & visits  
Writes parents at least once a week

Identifies & discusses issues with parents  
Understands decision to place at SRA  
Exhibits trust in family  
Establishes therapeutic goals for all visits  
and shares with family  
Exhibits boundaries in family  
Exhibits a working relationships with sibling(s)  
Successfully completes at least 2 home visits

### **TRAININGS**

#### **A Phase III student**

Completes Action and Results  
Completes Family I training  
Staffs a training

## PHASE IV SHEETS

Name \_\_\_\_\_ Date \_\_\_\_\_

### **PHASE IV PROGRAM COMPLETION**

(1) 0-19%    (2) 20-54%    (3) 55-75%    (4) 75-90%    (5) 90-100%

#### **A Phase IV Student:**

Expresses feelings in a proactive manner  
Demonstrates emotional moderation  
Identifies pleasure seeking behavior and proactively  
    chooses delayed gratification as a lifestyle change  
Recognizes impulses & makes new choices  
Demonstrates emotional and behavioral accountability  
    as a lifestyle change  
Accountably self-discloses as a lifestyle change  
Accountably processes resistance & denial  
Leads in groups  
Utilizes feedback as a lifestyle change  
Gives feedback to others  
Exhibits emotional, physical, sexual,  
    and spiritual boundaries as lifestyle change  
Is on time as a lifestyle change  
Completes work and assignments on time  
Leads in respectful actions toward self  
Leads in respectful actions toward peers  
Leads in respectful actions toward facility  
    including personal space and belongings  
Leads in respectful actions toward staff  
Follows & enforces SRA rules  
Leads in being courteous to others  
Exhibits self-regulation  
Operates as authentic/whole self as lifestyle change  
Chooses honesty as a lifestyle change  
Enhances trust with self & others  
Chooses consciousness and awareness as a  
    lifestyle change  
Is self-motivated  
Acts in alignment with personal values as a lifestyle change  
Proactively chooses needs and wants  
Utilizes self-enhancing beliefs, attitudes &  
    behaviors to govern behavior  
Incorporates choice, accountability &  
    responsibility into daily life  
Recognizes patterns that work and do not work and  
    makes new choices  
Actualizes "The Four Agreements" as a lifestyle change  
Experiences minimal fear, doubt, stress,  
    shame, pain, sadness  
Experiences self-trust, self-confidence, self-esteem,

and joy

Uses proactive & productive self-talk

Incorporates results and choice as a change process

Creates and prizes working relationships

Takes risks in new situations

Leads in guidelines & rules of off campus activities

Leads in following through on responsibilities required to  
to attend all on and off campus activities

Actively supports the SRA community by:

recognizing problems & creating solution

organizing and leading activities

understanding and leading in upholding the SRA  
structure

Acts in an age appropriate manner

Works through emotions about leaving SRA

Participates in activities with working friends  
at home

Learns to apply and wear make-up appropriately

Demonstrates the ability to dress appropriately in a variety of situations

Experiences joy with others

Understands what has been earned is a privilege not a right

## **ACADEMICS**

### **A Phase IV Student:**

Leads in classroom rules of conduct & order as  
specified by the instructor

Completes units, assignments & outcomes of  
each course

Actualizes self-enhancing beliefs concerning academics

Utilizes strategies to  
accommodate learning styles

Maintains a B average

Shares ideas and asks questions

Contributes to group discussions

Utilizes study skills

Utilizes critical thinking & synthesizes material learned

Writes 4 book reports

Understands the importance & impact of  
education and discusses with  
academic advisor

Completes a plan for future academics (discuss  
with Academic Administrator)

## **COMMUNITY**

### **A Phase IV Student:**

Leads and supports in her room and in other rooms

Exhibits the following skills:

hand shake, eye contact, introductions,

make bed, clean bathroom, vacuum,

set table, serve meal, table manners

Maintains a balanced checking account

Leads in Family group  
Leads in Phase IV group  
Participates and leads in service as a lifestyle change  
Utilizes phone etiquette  
Serves as an officer in Family  
Uses phone etiquette  
Writes and sends at least three thank you notes  
Teaches others community duties: washing,  
cleaning, vacuum, table setting, serving  
Displays leadership abilities by effectively  
running a Phase IV meeting  
Serves as a peer leader - Big sister  
Completes a graduation skit  
Attends & participates in St. Paul's activities  
Leads in Sunday Feedback group  
Completes an inspiration book

## **THERAPY**

### **A Phase IV Student:**

Reads Phase IV books  
Participates in review/revision of treatment plan  
Demonstrates undistorted thinking as a lifestyle change  
Develops and practices working relationship style and patterns  
Completes LEAP III, within six weeks, reviews with therapist  
and share with parents  
Completes an aftercare plan at least 90 days before graduation  
Finalizes working friends with family prior to first home visit  
Finalizes readiness for dating with family prior to first home visit

## **PHYSICAL CONDITIONING**

### **A Phase IV Student:**

Participates and leads physical conditioning  
Participates and leads in intramurals  
Values the connection between physical health  
and mental, emotional, intellectual, spiritual well being  
Exhibits good posture  
Exhibits personal hygiene & grooming  
rituals: body, hair, teeth  
Experiences different foods as prepared &  
served  
Follows medical directions and doctor's orders  
Incorporates healthy nutrition as a lifestyle change  
Respects her femininity, sexuality, and body  
Exhibits healthy beliefs, attitudes, and behaviors about body

## **FAMILY**

### **A Phase IV Student:**

Demonstrates accountable and honest  
communication with family through family therapy,  
calls, letter writing, trainings & visits  
Exhibits resolution of issues and discusses with parents

Acts to promote trust in family  
Incorporates accountable communication with family as a lifestyle change  
Completes at least 2 successful home visits  
Establishes therapeutic goals for visits and practices with family  
Exhibits working relationships as a lifestyle change  
Exhibits proactive boundaries with family  
Exhibits working relationships with siblings  
Respects boundaries in the family  
Completes at least 5 hours of service for family  
Completes at least 5 hours of service home community

## **TRAININGS**

### **A Phase IV students:**

Completes Commitment  
Staffs 2 trainings  
Completes Family II Workshop

## **FOUR REAL**

### **A Phase IV Real Student**

Maintains emotional, physical, sexual, and  
spiritual boundaries in stressful situations

Utilizes the following as a lifestyle change:

- recognizes opportunities as opposed to limitations

- utilizes coping strategies

- acts in an age appropriate manner

- strives for excellence

Serves on Community Board

Continues to connect with SRA community