



# MIDWEST CHRISTIAN SERVICES

**Address:** 4509 20<sup>th</sup> Ave.      **Phone:** (712)295-7601  
Peterson, IA 51047

**Contact Person:** Brandi Spooner, Social Worker III

## General Information

- A. Year established:** 1963
- B. Location:** 5 miles south of Peterson, Iowa on M-27
- C. Geographic Area Served:** Iowa
- D. Fee:** Parent contribute as much as possible
- E. License:** Licensed as a Comprehensive Residential Facility by the Iowa Department of Human Services.
- F. Professional Membership:** Fellowship of Christian Homes of Children

## Admissions:

- A. Type of referrals accepted:** State placements (Department of Human Services, Juvenile Court Services, Judges) or private placements (parents, legal guardians).
- B. Authority Required for Admissions:** State agency or person having legal custody must authorize.
- C. Admission Procedure:** Details of program requirements and application will be sent immediately upon phone or letter request.
- D. Average Length of Stay:** 9 months to 18 months
- E. Requirements of the Child:** Child is expected to follow home rules, attend school, and participate in the program.
- F. Requirements of the Parents/Guardians:** Parents will be responsible, if possible for the child's medical, dental, optical, and clothing needs. Parents are required to involve themselves in the family sessions and prepare their home for the child's return when feasible.
- G. Mandatory Admission Requirements:** Midwest Christian Services will provide services to children from the ages of 8 through 18 years of age. We accept children into this program that has been either adjudicated CINA or delinquent. Private placements are also accepted. The criteria for placement is that the child has been demonstrating emotional and/or behavioral problems that are not manageable in a less restrictive setting. Some of the children are referred to us from more restrictive settings such as a psychiatric hospital. We accept children with an I.Q. as low as 48. We modify the treatment program for adolescents with an I.Q. of 48-70.
- H. Do you accept emergency placements?** No. Background information must be reviewed prior to placement.

## Program and Facility Description

- A. **Capacity:** Whitehouse: 10 Boys, Brickhouse: 15 Boys, Total: 25 Boys
- B. **Age range of children accepted:** 8 to 18 years old.
- C. **Facility:** 2 units on one campus each with own kitchen and laundry facilities; gymnasium is used by both units; each unit eats in their own facility.
- D. **Characteristics of children we accept:** We accept male adolescents who are acting out sexually and/or have become sexually reactive based upon their own abuse.
- E. **Overview of program model:** Positive Peer Culture Model is utilized for all youth placed. Daily groups, a structured campus environment, individual skill building, and family skill building are all of the areas of treatment that we cover. We offer a broad range of services generally offered in a residential treatment facility. Our program is based on teaching appropriate sexual behaviors, boundaries, and accompanying issues.
- F. **Type of children best suited for program:** Children 8-18 years of age with I.Q. of 48+, ability to function and make progress in structured nurturing environment.

## Services

- |                                       |       |      |
|---------------------------------------|-------|------|
| A. Individual Sessions                | Yes X | No   |
| B. Group Sessions                     | Yes X | No   |
| C. Family Sessions                    | Yes X | No   |
| D. Vocational Services                | Yes X | No   |
| E. Recreational Facilities            | Yes X | No   |
| F. Foster Care Services               | Yes   | No X |
| G. Adoption Services                  | Yes   | No X |
| H. Case Management/Treatment Planning | Yes X | No   |

## Discipline Policy (Brief Statement)

Expectations regarding behavior are verbally explained to children and are given to them in writing. A Level System of responsibilities and privileges is utilized with privileges withdrawn as a result of misbehavior. Destructive/aggressive behavior may result in youth being escorted to a safe area or restrained in severe cases. Crisis Intervention models will be used in these cases.

## Visitation and Release Policy (Brief Statement)

Visitation by persons approved by legal guardian is requested to be arranged in advance. The child's status in the program, as well as progress determines the type of visit possible, (on grounds, off grounds, overnight, ect.). Only the person or agency having legal custody can authorize the release of information regarding the child or authorize discharge.

## **Sexual Offender's Program**

Midwest Christian Services Sexual Offender's Program is housed on campus in two separate units, Whitehouse and Brickhouse. Services in the Whitehouse are provided to males, ages 8 through 13, while the Brickhouse serves males, ages 13 through 18. We accept children into this program that have been either adjudicated CINA or delinquent. We also accept private placements into this program when space is adequate. The criterion for placement is that the child possess sexual acting out issues or sexually reactive issues. These issues may be combined with emotional, behavioral, and/or educational problems that are not able to be handled in a less restrictive environment. The majority of referrals are made through the Department of Human Services and/or Juvenile Court Services. Some of the youth are referred to us from more restrictive settings, such as a psychiatric hospital. We accept those male adolescents with an I.Q. of 48 and above. Our capacity for services in the Whitehouse is 10 males, and in the Brickhouse is 15 males.

The Sexual Offenders program is licensed to provide Comprehensive Rehabilitative and Supportive Residential Services. This treatment program assists the residents in preventing, remedying, and controlling the behavior that brought them into group care, as well as issues that surround that behavior. The issues are addressed primarily through the use of Positive Peer Culture. The peers, as a group, are responsible for handling, working and assisting each other through their issues. They attend group sessions seven days a week. These group sessions last for 60 minutes. Issues that are addressed in group sessions include the issues that brought them into care, dealing with and breaking the cycle of abuse, anger management, trust issues, communication, attachment and bonding, separation and loss, values clarification, and the sexual assault cycle. The group sessions primarily focus on the Pathways model for treatment. This model is a thirteen chapter workbook that focuses on grooming, victim selection, boundaries, history of abuse, clarification letters, and also a prevention plan. Group sessions focus on how and why they offended, and the steps they need to take to prevent future offenses. Individual and family sessions are also provided for the youth and their families. These sessions focus on the individual, their family, and how they may operate as a team to ensure successful treatment.

Midwest will always have a staff person in the living unit when the youth are in the residence. There will be at least a 1 to 5 staff to youth ratio during prime programming times. Prime programming times include Monday - Friday, 3 PM to 9 PM, and from 8 am to 9 PM on Saturday and Sunday. We employ an Awake Night Monitor for sleep time. During non-prime programming the youth are in school, and there is not a staff on duty. Staff are called in to handle appointments or if a child needs to stay back from school. The school employs a school liaison to monitor the youth's school behaviors and/or needs.

The treatment program is very structured. The treatment needs for the youth consists of working through their problems and issues. The youth are required to keep detailed journals of their daily thoughts, emotions and behaviors. The journals are reviewed individually with the youth's staff on a daily basis. The staff then help to therapeutically problem solve any daily issues that may arise. The program seeks to instill levels of personal responsibility and self control.

The Sexual Offender's Program is a highly structured program to deal with sexual perpetration behavior and accompanying issues. This program works on awareness to appropriate boundaries which, includes physical, emotional, and sexual, while improving self esteem, developing positive relationships, hygiene, and independent living skills. The program stresses personal responsibility and self control. Before a youth is ready to graduate from the program they must demonstrate an understanding of the dynamics of the sexual offense cycle, and must be able to have a plan to maintain a safe lifestyle.

## **Confidentiality Policy**

Midwest Christian Services will maintain the confidentiality of all residents and their case records. Employees of Midwest Christian Services will not disclose or knowingly permit the disclosure of any information concerning the resident and/or their family, directly or indirectly to any person not authorized to receive such information.

Without the voluntary written consent of the residents parent(s) and/or guardian, Midwest Christian Services shall not release any information concerning a resident in care except to the resident, parent(s) or guardian, their respective legal counsel, the court or an authorized public official in the performance of his/her mandate. Academic school records would be shared with the district or area agency providing the resident's educational services.

Midwest Christian Services will, upon request, make available information in the case record to the resident, parent(s), or guardian and their respective legal counsel if the information being released does not contain material which violates the right to privacy of another individual and/or material that should be withheld from release according to the laws or by order of the court. If, in the professional judgment of the administration of the facility, it is felt that information contained in the record would be damaging to the resident, that information may be withheld under court order.

Midwest Christian Services may use material from case records for teaching, research purposes, development of the Board or Directors understanding and knowledge of the facility's programs and services or similar educational purposes, provided that names are deleted and other identifying information is darkened or deleted.

All confidential documents are kept in locked file cabinets at Midwest Christian Services. The Director is responsible for the maintenance and security of personnel files and the Social Worker is responsible for the maintenance and security of the resident's files.

## Disciplinary Procedure

Midwest Christian Services realizes that there are instances when disciplinary actions need to be implemented with the youth placed in the program. Midwest also believes in providing a safe and nurturing environment for children and the staff. Each situation that requires disciplinary action will be reviewed by the staff member on duty and a decision made on the behavior and the consequence to fit that behavior. If best suited for the situation, natural consequences are the most effective and desirable to use.

There are instances when privileges/activities will need to be taken away for a time limited period. This will be assessed by the staff on duty at the time of the occurrence. All privileges will be pulled only for AWOL, breaking confidentiality, possession of and/or use of drugs/alcohol, aggressive actions that are intentional on the child's part, stealing, and/or damaging property.

Privileges may not be pulled for more than 2 days without prior approval of the Social Worker or Director. At the end of the two days, the skill development staff will then evaluate the resident's behavior to determine if they are done committing these acts and ready to be given their privileges back.

When a resident is placed on no privileges, they may not attend any fun activities off grounds or extracurricular school activities, unless prior directive has been given by the Social Worker or Director. Church activities will be assessed as they arise in regards to attendance.

**Conditions of No Privileges include:**

- 1) Sit at the table, while in the unit, or where staff requests.
- 2) Work on homework and programming materials assigned by staff on duty.
- 3) Speak only when necessary to peers.
- 4) Shadow escort by staff at all times.
- 5) Must sit in front seats of vehicles.
- 6) Will receive 1 hour of exercise per day on facility grounds(half hour on school nights).

**Other Consequences that may be given for behaviors other than those mentioned above:**

**Physical Restraint:** When a resident becomes physically aggressive and there is a danger of the resident causing harm to himself or to others, a physical restraint may happen. All staff who work with the children are trained in TACT II techniques for physical restraints and will do this only to prevent the resident from causing harm to himself or to others. This form of restraint emphasizes de-escalation through verbal techniques, but when dangerous situations arise they be handled through physical means. It should be noted that the staff are trained to use physical restraint as a last resort, and to attempt to de-escalate the resident first to try and avoid a physical restraint.

**Time-out:** A time-out is used as an intervention to de-escalate and change negative behaviors. When a negative behavior is demonstrated by a resident and they are not easily redirected, or it is a reoccurring behavior, the staff may ask the resident to take a time-out. The duration of the time-out will depend on the response of the individual resident. They will be expected to take a time-out appropriately for a couple of minutes. Once this time has elapsed, the staff will expect the resident to be able to process their behaviors by owning the behavior, identifying their thinking errors, and having a plan to prevent the behavior again. A time-out can be a tool used by the resident to help them think about their feelings and prevent behaviors, this is a self time-out.

**Point Plans:** With the point plan, each point represents a cleaning chore. A resident can receive up to 20 points on each plan. The number of points and which chores the child is asked to do is up to the discretion of the staff on duty. There is never to be more than three full point plans (60 points) on one child's consequence list at one time.

**Essays:** The subject of the essay will reflect the negative behavior that was displayed. The purpose of the essay is to get the child to process his behaviors and come up with more appropriate ways to handle the

situations or feelings. The size of the essay will be determined by the staff on duty, however, there is never to be more than 20 pages in essays at one time.

**Early Bed:** An hour of early bed can be given as a consequence for negative behaviors, usually when a resident is having behaviors at bed time. Early bed times are to be served on the weekends, or nights when they do not have school the next day.

**Away From Group (AFG):** This is a consequence that the staff use when they feel that a resident needs to be isolated from the group for a period of time. This happens if a resident has a sexual acting out behavior such as trying to engage a peer in sexual acts, or committing such acts. This also includes behaviors with the intent of such acts. These behaviors would include sexual gestures, exposure, masturbating in a public area, which would include their bedroom, or engaging in sexual talk. Staff may also place a boy Away From Group if they feel that the resident poses a danger to others in the group. When a child is placed on AFG, a review of his progress will be discussed after two days by the staff. At that time, it will be determined whether he may be placed back with the group, or needs to remain isolated. He will remain on AFG for no longer than one week.

**Loss of Weeks:** Weeks may be taken from a resident if he goes AWOL and leaves the outlined area on MCS property. For example: if a resident is on 2-4, level 2 with four weeks, then he will lose the four weeks if he leaves MCS grounds without permission. He is then assessed at level 2-0.

**Level T:** This is a temporary loss of all level privileges for a period that is determined by the staff. Most often, a resident will remain on this level for the period of one week, or until they have completed what is expected of them. Level T may occur in the case where a resident has had consequences and has not completed them within a week's time. In this case, they will receive their level privileges back as soon as the consequences are completed. Level T will also be given to residents that continue to display a negative behavior over and over again and it has become a problem that they are not addressing. It may also occur if a resident has a girlfriend when they are not on the appropriate level, which is level 4.

**Unit Shut Down:** This is also a group consequence that is given when all the residents in one unit have either displayed a continued negative behavior or have allowed others to display the behaviors. During unit shut down, all residents sit at the table and work on programming materials, homework, or consequences. They are not to talk to others without permission from the staff and only if necessary to their program. They will remain on unit shut down for two days and then be assessed by the staff to determine whether to stop or continue the consequence. They will not remain on unit shut down for more than one week.

## Program Summary:

- 1) **Individual Treatment Planning:** Development begins the day of admission by MCS staff and consultation with referral source to establish individual goals, objectives, and strategies to reach these goals. Treatment plans are evaluated weekly by treatment team and reviewed/revise at least every 180 days with copies provided to referral worker, juvenile court officer, child's attorney, and parents.
- 2) **Progress Reports:** Reports outlining the child's progress within each goal will be done every 90 days. All reports will be provided to the parent or guardian, referring worker, the child, and any other official working on the child case if requested.
- 3) **Group Sessions:** Provided daily in sixty minute sessions. Focus on: pathways, the sexual assault cycle, problem behaviors, denial, irrational thought patterns, dysfunctional cycle of behavior, emotional regulation, and relapse prevention.  
**Individual Sessions:** One-to-one sessions with therapist provided at least weekly. Focus on: abuse issues, emotion regulation, trauma issues, and cognitive restructuring.
- 5) **Family Sessions:** Family sessions with child, family, and therapist at whatever level of intensity the family will accept to work through family denial, gain support for child's program, and participation in a structured aftercare program.
- 6) **Skill Development:** Individual and group sessions focus on self-esteem, sexuality, anger management, boundaries, positive relationships, irrational thought patterns, social skills, and independent living skills.
- 7) **Therapeutic Community:** Based on Positive Peer Culture. Focus on: cooperative activity, peer feedback, problem solving, peer relationship skills, and responsibility to others.
- 8) **Advocate Sessions:** Each child is assigned a skill development worker as their individual advocate. Individual advocate sessions focus on the child's individual needs, one-to-one assistance with programming assignments, and daily living skills development.
- 9) **Level System:** As the child progresses in improving their behaviors and completing their assignments, the child is allowed to move to a higher level status in the program which entails greater expectation, responsibilities, and privileges.
- 10) **Monthly Assessments:** Each child's progress is evaluated monthly by the entire treatment team.
- 11) **School Liaison Program:** Each child attends public or the transitional school accompanied by a school liaison. Liaisons monitor the child's activity in school and assist with the individual tutoring needs of the child.
- 12) **Structured Recreation:** Utilization of community resources involving interpersonal participation and cooperative skills to develop a sense of competence and self-worth.
- 13) **Spiritual Development:** Participation in Sunday school and church is encouraged as well as on and off campus Christian youth groups, and daily prayer and devotions. There is also a weekly bible study time, which is now on Wednesday nights.
- 14) **Aftercare Integration:** Developing a close linkage to the child's community to develop an adequate level of supervision and participation in specialized support groups and/or therapy.
- 15) **Phase System:** The Phase system is our way of determining their level of progress with the sexual component. There are four phases which address: Disclosure, Cycle, History and Interventions, Victim Empathy, and Relapse Prevention. There are currently 25 assignments to this phase system. These assignments are prepared by the client in individual and advocate sessions and then presented for approval by the peer group.

## **Transition School**

Located on the premises of Midwest Christian Services is our recently added transition classroom. This transition classroom is conducted by the Sioux-Central Community School District: servicing only the residents of Midwest Christian Services. This classroom is designed as a transition step to the public school setting for residents upon admission, as well as an alternative for those individuals who socially, emotionally, and behaviorally are not ready to attend the public school setting. Throughout the course of the school year, assessments are made by the MCS and Sioux-Central staff, together, to determine any necessary transitioning of the residents as progress is noted.

## **Treatment Plan Review**

Midwest Christian Services Program will review each youth's individualized treatment plan at the minimum of every 180 days. In some cases staffings are held more frequently. When this occurs, a Progress Report is prepared with a more detailed treatment plan. They are then reviewed, revised if needed, approved and dated by the Director prior to the report being distributed. The next progress report is then 150 days from initiation of service and every 90 days thereafter. All treatment plan reviews and progress reports will assess the service goals and objectives to meet each goal. The reports will identify the amount of services and the area with which the service will be provided. Designation of service and who will be providing that service will be documented for each goal and objective. Documentation will also provide information on who is involved in the youth's goals, objectives, who attended the treatment plan review and how the treatment plan was revised in consultation with each party, which will include dates, content, and consultation. When needs change, we will receive authorization from the referring agent for the changes.

## **Visitation Guidelines**

Visits from or to parents/guardians are an important part of the child's treatment plan. The visits are an opportunity for the family to work together and for the child to utilize the interventions they have developed in placement towards more responsible behavior. There are three types of visits:

- 1) On-grounds visit-these visits may be supervised by staff if the referring worker or assessment team feel this is necessary.
- 2) Off-grounds visit - Child may leave for a specified time. There are four criteria that need to be met prior to earning this privilege.
  1. The resident must have completed the assignment of writing out his sexual assault cycle.
  2. The resident must have met the week prior to the visit.
  3. The resident must have had five on campus visits with those wanting to take him off campus. These monitored visits give staff the opportunity to assess safety.
  4. The safety is then assessed by the assessment team and a final decision is made regarding the visit.

Home visit - Child may go home with parent/guardian.

Home visits are based on the safety issues surrounding the child's behaviors and those surrounding the child while on the visits, which would also include the involvement of the parent, guardian, or other person looking to have this child in the home. The home visit is not dependent on the level the child is on at the time.

It needs to be determined that the parent, guardian, or other person planning to take the child on a visit is capable of providing the supervision that the child requires to keep the child and others safe. This will be determined through collaboration with the referring worker, residential counselors, family counselor, and in home workers working with the family.

There cannot be any type of restricted contact between the child and others living within the home due to safety reasons.

Safety plans need to be developed with the child and family and all need to agree to the plan with signature. If this plan is not followed, visits can be suspended.

Parents/guardians will need to come to MCS for family sessions to develop the plan and show involvement with the child before visits can happen. Three family sessions are required to give the therapist the time that is needed to help them develop a safety plan and begin to understand the child's cycle.

The child would have to have his Sexual Assault Cycle done and approved and begin to show understanding of what his pre-offense behaviors are and the use of the interventions developed by him.

If major aggression is a problem for the client and is considered a safety issue, the child will need to develop interventions and demonstrate his ability to control his aggressive behaviors to keep him and others safe. These behaviors will be included in the safety plan so the family will be prepared to act if behaviors get out of control while on the visit.

This needs to happen for off campus visits also, but safety planning would be a little different and not as intense. There are also exceptions to the rules that come up. One of these exceptions might be if a child is going to go to a foster home and we have the opportunity to have home visits prior to them leaving.

## **Telephone and Mail Guidelines**

### **Phone Call Guidelines:**

MCS asks that a resident neither make nor receive any phone calls in the first two weeks of their placement with us. This is an adjustment period for the resident to get settled. After this two week period, each resident is allowed two phone calls per week paid for by MCS. Level I and II residents get two 10 minute phone calls per week, and level III and IV get two 15 minute phone calls per week. Phone calls are allowed with members of the child's immediate family unless otherwise regulated by the court. Any phone calls outside of the immediate family will be allowed only after approval from the parents or guardian and the referring worker.

MCS policy is that no resident shall have contact with friends until they reach level III and there is approval from the parent/guardian and referring worker. Exceptions to this policy are made when the parent/guardian and the referring worker believe that the contact with the friend will have a positive impact on the resident's treatment.

Limitations to phone calls are a possibility. Limitations may include partially supervised calls where a staff member may sit within hearing distance of the resident making the phone call and listen in to his side of the conversation, supervised calls where a staff member listens into both sides of the conversation, and no contact where there are no phone calls allowed with specified individuals. Limitations to phone calls will be done only with the instruction of the referring worker. No contact with an immediate family member is done only with a court order.

### **Mail Contact Guidelines:**

All residents are allowed to send and receive mail to and from immediate family members unless otherwise regulated by the court. Mail is also allowed to be sent and received by extended family members as long as the parent/guardian and referring worker approves of this contact. Mail contact with friends is not allowed until the resident is on level III and the contact is approved by the parent/guardian and the referring worker. There may be exceptions made in regards to mail contact with friends if the parent/guardian and the referring worker believe that the contact with the friend will have a positive impact on the resident's treatment.

Mail that is sent and received by a resident of MCS is not read by anyone other than the person that it is addressed to, unless the resident asks a staff member or therapist to read the letter. The resident is asked to open the mail in front of a staff member to make sure that there is no contraband or items that are not allowed within the limits of MCS rules or policies. Any items that are found that are not allowed are placed within their personal items within a locked storage area.

Mail that is sent by a resident to an approved person will have stamps provided to them by MCS. Any letter that is properly placed in an envelope and addressed can be sent to the main office where it will be stamped and sent on to the post office. Any mail received by a person that is not allowed contact with the resident will be marked return to sender and sent back to the address in which it was sent from.



## Level System Responsibility Checklist/ Privilege Outline

### **Disclaimer**

*All responsibilities and privileges outlined are subject to staff discretion and may be changed at anytime.*

### **Level I**

#### **Responsibilities:**

- \_\_\_\_\_ 1.) Understand and describe program expectations
- \_\_\_\_\_ 2.) Complete daily journal entries in accordance with the journaling guidelines
- \_\_\_\_\_ 3.) Learn thinking errors
- \_\_\_\_\_ 4.) Complete ATAP (Sex Behavior Checklist) and present it in a group to your peers and staff
- \_\_\_\_\_ 5.) Write an essay outlining reasons you deserve Level II signed by your peers
- \_\_\_\_\_ 6.) Meet three weeks in order to request for your Level II

#### **Privileges:**

- 1.) May attend activities escorted by staff
- 2.) May have four hour, on-campus visits with family as approved by staff
- 3.) May have one stuffed animal in your room
- 4.) May have one book in your room (no magazines permitted on this level)
- 5.) May place two 10 minute phone calls to approved family members per week which will be paid for by MCS

## Level II

### Responsibilities:

- \_\_\_\_\_ 1.) Continue complying with requirement for previous level
- \_\_\_\_\_ 2.) Complete daily assigned responsibilities
- \_\_\_\_\_ 3.) Follow staff directives
- \_\_\_\_\_ 4.) Complete personal hygiene daily without confrontation by peers or staff
- \_\_\_\_\_ 5.) No incidents of physical aggression, verbal abuse, stealing, secretive behaviors, or leaving campus without permission (AWOL)
- \_\_\_\_\_ 6.) Confront peers at least twice weekly on inappropriate behaviors: This will be monitored during charts when peers keep track of who they have given points to throughout the day
- \_\_\_\_\_ 7.) Accept confrontations from staff and peers without defensiveness or excuses
- \_\_\_\_\_ 8.) Own, identify, and label behaviors of the sexual assault cycle
- \_\_\_\_\_ 9.) Upon request, identify present location in own cycle, and describe helpful ways to de-escalate self
- \_\_\_\_\_ 10.) Develop an understanding of the thinking errors, how they pertain to you and coping skill you can use to stop the use of them
- \_\_\_\_\_ 11.) Work on a weekly assigned goal by completing documentation of the identified goal to be worked on, how you handled a situation involving this goal, and turn it in to staff each week
- \_\_\_\_\_ 12.) Demonstrate healthy problem solving skills
- \_\_\_\_\_ 13.) Begin working on a Life Book
- \_\_\_\_\_ 14.) Complete Offense/Abuse forms for each incidence
- \_\_\_\_\_ 15.) Complete a sexual history (to be discussed further as an added assignment)
- \_\_\_\_\_ 16.) Complete Sexual Assault Cycle
- \_\_\_\_\_ 17.) Complete reading and assignments from chapters 1-3 in Pathways or Roadmaps depending upon personal ability
- \_\_\_\_\_ 18.) Complete personal history and obtain staff and formal group approval
- \_\_\_\_\_ 19.) Write an essay outlining the reasons you deserve Level III signed by all peers
- \_\_\_\_\_ 20.) Must meet 8 weeks before you can request for Level III

### Privileges:

- 1.) May attend activities escorted by staff (clients may be prohibited from these activities if behaviors are not appropriate)
- 2.) May have on campus visits approved by staff. Thanksgiving and Christmas visits may be allowed depending upon circumstances
- 3.) May place two 10 minute phone calls to approved family members per week which will be paid for by MCS
- 4.) May have books, games (not electronics), sporting equipment (no bats) in Room
- 5.) May wear jewelry

### Level III

#### Responsibilities:

- \_\_\_\_\_ 1.) Continue working on all of the requirements for the previous levels
- \_\_\_\_\_ 3.) Complete homework assignments without prompting from staff
- \_\_\_\_\_ 4.) Confront peers four times weekly on inappropriate behaviors outside of staff presence
- \_\_\_\_\_ 5.) Confront self and call GTO's (Group Time Outs) for inappropriate behaviors and thinking errors
- \_\_\_\_\_ 6.) Share what you have learned in the program
- \_\_\_\_\_ 7.) Discuss with the group your own victimization or offending experiences, feelings, and results
- \_\_\_\_\_ 8.) Discuss with the group your awareness of your abuser or victim's thoughts, needs, and feelings
- \_\_\_\_\_ 9.) Initiate helping others
- \_\_\_\_\_ 10.) Help organize unit tasks and activities
- \_\_\_\_\_ 11.) Complete chapters 4-8 in Pathways or Roadmaps
- \_\_\_\_\_ 12.) Complete Prevention Plan; including relapse triggers and intervention behaviors and obtain approval from staff and peers
- \_\_\_\_\_ 13.) Complete clarification letters and obtain approval from group
- \_\_\_\_\_ 14.) Complete actual or mock clarification meetings and obtain approval from staff and peers
- \_\_\_\_\_ 15.) Write an essay outlining the reasons you deserve Level IV signed by all peers
- \_\_\_\_\_ 16.) Must meet 8 weeks before you can request for Level IV

#### Privileges:

- 1.) May support self outside alone on campus for 30 minutes
- 2.) May be a positive peer for peers on Level 1
- 3.) May place two 15 minute phone calls to approved family members per week which will be paid for by MCS
- 4.) May have electronics in room including: stereos, video game systems, portable DVD players, etc. (excluding: any system with internet access and MP3 players)
- 5.) May have hair products, colognes, and body sprays
- 6.) Will receive a \$3.00 allowance per week
- 7.) May attend prom and homecoming if in the appropriate grade. Dates for these activities may be requested for and approved by staff

## Level IV

### Responsibilities:

- \_\_\_\_\_ 1.) Continue working on all requirements for previous levels
- \_\_\_\_\_ 2.) Confront peers at least 6 times weekly on behaviors outside of staff's presence
- \_\_\_\_\_ 3.) Assist peers with their issues by sharing your own issues and expressing compassion/concern for them and their feelings
- \_\_\_\_\_ 4.) Volunteer for additional tasks and responsibilities
- \_\_\_\_\_ 5.) Demonstrate appropriate behaviors in unsupervised situations
- \_\_\_\_\_ 6.) Discuss empathy for others with the group: feelings, conflicts, needs, and consequences
- \_\_\_\_\_ 7.) Participate in group actively and positively
- \_\_\_\_\_ 8.) Complete Pathways or Roadmaps

### Privileges:

- 1.) May attend outside activities alone whether they are on or off campus
- 2.) May be a positive peer for a Level II
- 3.) May place two 15 minute phone calls per week to approved family members which will be paid for by MCS
- 4.) May call approved friends at your own expense once per week
- 5.) May have caffeinated beverages if not prescribed medications for attention or hyperactivity disorders
- 6.) May have a girlfriend and go out on dates with staff approval

Midwest Christian Services  
Programming Assignment List

Client's Name: \_\_\_\_\_

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**Phase 1 Assignments:**

- 1.) Sexual Behavior Checklist \_\_\_\_\_
- 2.) Thinking Errors \_\_\_\_\_
- 3.) Offense Forms \_\_\_\_\_
- 4.) Abuse Forms \_\_\_\_\_
- 5.) Sexual acting out forms \_\_\_\_\_
- 6.) Sexual abuse crime assignment \_\_\_\_\_
- 7.) Paper on how you feel about your sexual acting out behaviors \_\_\_\_\_
- 8.) Pathways Chapters 1-4 \_\_\_\_\_

**Phase 2 Assignments:**

- 1.) List of 101 coping skills \_\_\_\_\_
- 2.) Cycle \_\_\_\_\_
- 3.) Assignment on what thinking errors you use when in your cycle \_\_\_\_\_
- 4.) Time line of one's life \_\_\_\_\_
- 5.) Life Story or History \_\_\_\_\_
- 6.) Sexual Autobiography \_\_\_\_\_
- 7.) Pathways Chapters 5-9 \_\_\_\_\_

**Phase 3 Assignments:**

- 1.) Questions Victims Ask \_\_\_\_\_
- 2.) Letters to Victims \_\_\_\_\_
- 3.) Victim Perspective \_\_\_\_\_
- 4.) Assignment on how your life has been affected by being abused \_\_\_\_\_
- 5.) Letters to your abuser \_\_\_\_\_
- 6.) Letters to your parents \_\_\_\_\_
- 7.) Letter to your victim's parents \_\_\_\_\_
- 8.) Pathways Chapters 10-13 \_\_\_\_\_

**Phase 4 Assignments:**

- 1.) Prevention Plan \_\_\_\_\_
- 2.) Prevention Plan for dating \_\_\_\_\_
- 3.) Re-offense Essay \_\_\_\_\_
- 4.) Assignment on building healthy relationships \_\_\_\_\_
- 5.) Assignment on my values and beliefs about sex \_\_\_\_\_
- 6.) Completion of the Relapse Prevention Workbook \_\_\_\_\_

**Assignments to be completed for AFG behaviors:**

- 1.) Complete Offense Form or Sexual Acting out Behavior Form
- 2.) Write out each phase of the cycle, identify the definition of each phase, give an example of each of your behaviors which fit into each part of the cycle, and list one intervention you could have used to stop yourself at that point.
- 3.) Identify the thinking errors you used and how they enabled you to do this behavior
- 4.) Identify who was affected by your behaviors and how
- 5.) Relational Repair: perform one act of kindness towards somebody