

RESIDENT HANDBOOK



WELCOME TO ORCHARD PLACE

This Resident Handbook has been written for you by the Orchard Place staff and Orchard Place residents. We hope that it will help you understand the rules, routines, and privileges at Orchard Place.

The Campus

There are four buildings where residents live. The names of the buildings are Aliber House, Bright House, Jacobson House and Shiffler House. Each building has an area where residents can play and there are bed- rooms, bathrooms, a kitchen, a living area and a dining room. There are both boys and girls ages 10 to 18 living in the houses.

Besides these buildings, there is a Family Services Center, or “FSC” for short, also called the Therapy Complex, or “TC” for short. You will go there to meet with your therapist, nurse, psychiatric provider, and dietitian. The cooks, secretaries, and other staff are also located in the Family Services Center. It has a large gymnasium and an atrium. In the middle of Campus is a greenhouse named Club Chris where staff and some residents have fun growing plants. There is also a large garden on campus.

Safety

You will hear this word a lot during your stay at Orchard Place. There are three main reasons for this. The first is because what caused you to come to Orchard Place most likely had to do with concerns your parents or others had that your behavior had made, or could make, you or those around you feel unsafe. So, your biggest job here is to express yourself in safe ways. The second reason is that our job in helping you is to concentrate on your safety. The third reason is that when people feel unsafe they cannot concentrate on other things; like school, work, family, friends, and play. We will start talking about safety your very first day here. You will be asked to report any unsafe feelings to any staff, as soon as possible. Each day, a staff member will ask you if you have felt unsafe and we hope you will feel able to tell us. You will see posters that say “Be Safe, Feel Safe.” Speak up at any time.

BE SAFE AND FEEL SAFE

Character Counts

You will be expected to respect yourself and others, to make an effort to get along with others, and to work through the problems causing your admission. We work on being trustworthy, respectful, responsible, fair, caring, and a good citizen, which are the six pillars of good character. It is important to be on time for wake-up, meals, school, activities, bed, schoolwork, cleaning, and other tasks necessary for your care. The same routine will be followed daily and your staff will give you a copy of the schedule for your building. A daily schedule will be posted on the unit.



Family Services Center

Food

All children receive three meals each day. In addition, there are after school and evening snacks provided. If you need a special diet or have other needs, we will take care of them. Fruit is usually available on your unit between meals.

There is a dietitian who comes once a week to teach you about healthy foods to eat and to help you if you have questions about eating. Your therapist will make the recommendation to the dietitian if interested in seeing them so please talk to your staff or your therapist. There is a Menu Review Committee where some residents help plan the menus. The menus will be posted on the unit in order for you and your parent/guardian to review.

Due to the presence of food borne illnesses in our community, only prepackaged, commercially prepared foods can be shared. If your family brings homemade items, only you will be able to receive them.

On weekends we have choice snack, you may bring your favorite snacks to keep in your personal box to eat at the designated times.

Orchard Place participates in various Child Nutrition Programs of the U.S. Department of Agriculture and as such, complies with the following policies:

USDA Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.



Submit your completed form or letter to USDA by:

- 1) mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- 2) fax: (202) 690-7442; or
- 3) Email: program.intake@usda.gov .

Iowa Nondiscrimination Statement

It is the policy of this CNP provider not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, age, or religion in its programs, activities, or employment practices as required by the Iowa Code section 216.6, 216.7, and 216.9. If you have questions or grievances related to compliance with this policy by this CNP Provider, please contact the Iowa Civil Rights Commission, Grimes State Office building, 400 E. 14th St. Des Moines, IA 50319-1004; phone number 515-281-4121, 800- 457-4416; website: <https://icrc.iowa.gov/>.

Diversity, Equity and Inclusion

Orchard Place strives to build an environment of care that pursues equity on all organizational levels, including but not limited to race, ethnicity, gender, sexual orientation and disability. We see diversity, inclusion and equity as vital to our mission and critical to ensure our staff, clients and families are safe, secure, calm and well. Every voice is valued. Our priority is for youth and staff to have a sense of belonging and connection with one another and the organization, and feel empowered to do their best work without discrimination and prejudicial bias. We have a Diversity, Equity and Inclusion committee that researches, develops and proposes approaches to create and sustain a supportive, growth-oriented, and inclusive environment.

Our goal is to provide Diversity, Equity and Inclusion educational groups to youth to increase awareness, understanding and ability to effectively interact with people from all cultures. We also will provide safe, supportive outlets for youth to engage in social justice initiatives.

The HART group is based on the book “This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work” by Tiffany Jewell. Members of this group will learn about social identities, the history of racism and resistance against it, and anti-racist tools we can use to take action against racism.

The THUG group is based on the book, “The Hate U Give” by Angie Thomas. The purpose of the group is to aid in the African American identity development, and assist residents in navigating through identity exploration in white-dominated spaces in healthy ways.

Safe Space group’s objective is to engage, education and empower LGBTQ residents in a safe and supportive environment.

School

The Campus School at Orchard Place is Des Moines Public School. Your educational background, needs and referring problems will be carefully considered while you are in treatment. We follow the regular Des Moines Public School calendar and also provide a summer session which is held in the morning. It is a Positive Behavior Support school program.

Rules and Expectations

You are responsible for following the rules at Orchard Place. You may receive consequences for displaying specific behaviors like fighting, hurting yourself or others, breaking things, swearing, name-calling, put downs, not following routines, not following directions, threatening, talking about leaving campus without permission to other kids, planning to run away from Orchard Place, and inappropriate sexual behavior. You will be notified by staff of the consequence given or the amount of consequence received.

When you are completing your consequence, you are expected to be on track, engaging in treatment. Consequences can be served during groups, therapy, phone calls, etc. If you decide to not follow directions and be off track, then your consequence will pause until you can get on track and engage in treatment. If you received consequence time, you will be expected to complete a reflection opportunity paper before your time is completed. Depending on the misbehavior, you may receive 30 minutes to 24 hours.

A time-out is shorter than a restriction and gives you some time to calm yourself. Generally, you will be asked to go to a chair or an area for a specific amount of time. When needing time and space to yourself, you may use the time-out room (called the "TOR" for short) and staff will talk with you and offer different coping skills until you can control yourself. If your behavior is harmful to yourself or others, staff may ask you to use the time-out room or you may ask to use the time-out room if you feel unsafe. Staff will check on you while you are in the time-out room at least every 10 minutes. You are encouraged to talk about how you feel as soon as you are calm.

Staff may physically escort you to the time out room if your behavior puts yourself or others in danger. During these times, the door will remain open and the staff will check on you every 10 minutes, until you decide you are ready to return to the unit. Should your behavior continue to become more dangerous to you or others, the time-out room door can be locked for your own safety. At that time, then staff continuously monitor the area while you are in it.

At Orchard Place staff use precautionary levels in order to assess where you are at with maintaining your safety. When you demonstrate behaviors that are unsafe and put you at a higher risk of harm, you may receive a level. What that does is helps staff in identifying what precautions need to be put into place to help keep you safe. These precautions are only in place until you reestablish your safety.

At Orchard Place, we use Therapeutic Aggression Control Techniques, also known as TACT. This technique emphasizes verbal de-escalation. The Milieu Treatment Counselors (MTC's) learn to differentiate between emotional and deliberate behaviors which allow MTC's to identify if a counseling response or corrective response would be most beneficial. If these techniques do not work and a situation is immediately dangerous, as in harm to self or others, the crisis response technique will be utilized. The crisis response technique includes verbal redirection, verbal removal and if unsuccessful, staff may have to physically restrict or restrain a youth. MTC's learn self-protection

techniques, standing holds and as a last resort — floor restraint. No prone restraints are used. The only time a floor restraint will be used is if the youth cannot be maintained safely in a standing hold and they cannot be safely escorted to the TOR.

Ukeru pads are one safety tool we use at Orchard Place. Ukeru (oo-care-oo) is a Japanese word which means “to accept” or “to receive”. Ukeru includes verbal and nonverbal communication, managing and deescalating conflict by converting/diverting aggression, building an environment focused on comfort rather than control, and recognizing traumatic experiences of individuals who receive services for developmental, behavioral, and mental health needs. It also involves a system of blocking techniques to protect oneself and others during behavioral episodes including physical aggression. You will see Ukeru pads placed throughout this environment, we do not restrict the use of these for our youth as long as they are used appropriately. Ukeru provides us with another intervention to manage dangerous situations prior to the use of more restrictive methods such as physical restraint and seclusion.

Privileges

You can earn privileges by following rules and routines or for a variety of different tasks or responsibilities and using social skills. Each building has a privilege system that staff will explain to you.

Money

You may earn money by volunteering to do chores or if you are old enough, by getting a job.

You may earn extra money by earning the privilege of contract chores. These are daily chores which require staff supervision and help gain more independence.

Each unit receives money to be used for activities, special snacks, unit decorating and recreation supplies. You do not need money of your own, but if you receive any you should give it to staff and an account will be kept for you.

Kudos Korner Activities

You have the opportunity to earn the privilege of participating in additional campus-wide recreational activities twice per month. You must demonstrate positive behavior including no incidents resulting in a Level 3 or higher precautionary level or having earned more than a 4-hour consequence time. These activities are conducted by volunteers under staff supervision. Typical activities include-special food events, movies, games, crafts, etc.



Confidentiality

Most residents who come to Orchard Place have difficulty in trusting others and being trusted by others.

One way you can be trusted is by keeping information confidential; that is, not telling other important information about people who are here. This includes gossiping or spreading rumors about people who live at Orchard Place. It is Orchard Place’s policy that you not discuss information from individual, family, or group therapy. We also encourage keeping your past problems private except in therapy sessions and when processing with staff. This helps with confidentiality and focusing on your

own treatment here.

Photos

On the day you are admitted to Orchard Place, your staff will take a picture of you for your file. Staff may take pictures of you and the other children on the unit during special events. These pictures may be put into a unit scrapbook or on the bulletin board on your unit. These pictures do not leave Orchard Place. If you do not want your picture taken, tell your staff, it is your decision. If you do not want your picture on the bulletin board or in a scrapbook, tell your staff, it is your decision.

Staff will not take pictures of you with other residents on the unit for you to take home or to school. If you agree, the staff may take a picture of you doing a special event that you may keep, for example, a picture of you in your Halloween costume or on your birthday. Residents are not permitted to take pictures of other residents on campus.

Volunteers

Orchard Place is fortunate to have many friends in the community who offer their time and talent to provide additional help to our staff and additional FUN for the residents. Some volunteers come on a short-term basis to teach skills or put on performances. For example, we have had dance classes, arts and crafts classes, and performances by the ballet, opera, and local drama troupes.

We also have many volunteers who come to visit on a regular basis. They help in a variety of ways. Many are Tutors who work one-on-one with residents to help them improve study skills and enhance their learning experience. Some tutors and students reward themselves after their hard work by playing games and participating in other fun activities together.

Other volunteers act as Mentors. These volunteers work one-on-one with a resident as an adult friend, sort of like a big brother or big sister.

Anyone who wants to be assigned a Tutor or Mentor should talk about it with their therapist.

Some volunteers are called Unit Assistants, and they help out on the living units by providing some extra supervision. Usually the unit assistants work with individuals or small groups on craft projects, games, helping with homework, or going on field trips.



Semi-private bedroom

Finally, we have volunteers who help the teachers in the Campus School, called Classroom Assistants. These volunteers may read with small groups, work on flash cards or play educational games with students. These volunteers do not receive any payment for their work at Orchard Place. They come just because they care about our kids and they want to help!

Activities

Orchard Place has an Activities Director who organizes activities for you while you are here. You will be able to attend recreational group at least once a week with the other residents in your building.

You will be involved in all kinds of recreational activities and each week the focus for the session will be different. You will get to play group games, both physically active and non-active. You will play games to learn about leisure and how it effects your lifestyle. Off-campus activities may include visiting the Botanical Center, bowling, or walking on the trail at Gray's Lake.

Your unit has a 60-minute daily exercise group. You will do different things such as play running games, aerobics, or exercise stations. You may be recommended for extra exercise by our pediatrician or dietitian, which will be scheduled with the Activities Director. Your building will compete in kickball, softball, volleyball, and sand volleyball. You are welcome to participate in any of these activities, but you must have earned the privilege by displaying safe behavior.

In addition to attending Recreation Group and participating on sport teams, you can enjoy other activities on weekends and in the evenings, or become involved in different specialty groups.

Throughout the year, there are special events at Orchard Place that you will take part in with your unit. We have parties at Halloween, Valentine's Day, St. Patrick's Day, Thanksgiving luncheons, and special winter holiday activities. During these special occasions, your therapist, teachers, volunteers, people from the community and other staff may join you. Some of these activities may occur off campus. There may be times and situations where people from the community or those sponsoring special events are aware that you live at Orchard Place. It is important that you discuss with your parent, unit staff, or therapist if you are worried about being in public during these activities. If you do not want to attend for this reason, please let your staff know.

Groups

Some children who have similar problems may take part in therapeutic groups on campus. All residents participate in social skills group with their living unit that will teach you skills to build self-confidence and learn to problem solve. Some units have process groups to discuss treatment issues. The units are required to do 15 hours a week in therapeutic groups on the unit that will be led by your unit staff.

Orchard Place offers therapy groups for youth who can benefit from sharing in a group setting. Specific treatment issues identified may result in the treatment team suggesting youth participate in an appropriate therapy groups. Groups include Substance Use, Safer Choices (sexual relationship issues), Power Through Choices (sex education), On Line Safety Education, Managing Emotional Intensity (STEPP,) Safe Space (LGBTQ support/education), THUG (African American identity/development), HART (education against racism), and Independent Living Skills. Additional support groups are available including Alateen, AMP (foster care support group), Art Expressions and Gardening Group

Privacy on Living Unit

You may have one roommate who is the same sex as you. You will have your own bed, closet space, and/ or share a desk. You will have privacy during dressing, bathroom and bath times. You should tell staff if you do not feel you have enough privacy. Staff will knock on your door or call out your name (for rooms without doors) before entering your room unless there is an emergency. If staff knock and you do not answer, they will open the door to be sure you are okay.

We do not allow a resident to be hurt by anyone. We do not allow any sexual play among residents. If

someone is not respecting your right to privacy, tell your staff right away and they will help.

Most units have both boys and girls. We want you to feel as comfortable and as relaxed as possible. Please let staff know when you are not feeling comfortable. A very important rule is that residents are not allowed to “date” anyone at Orchard Place during your treatment program. Orchard Place does not allow romantic relationships between residents under our care because this is disruptive to the peer group and to each resident’s ability to focus on his/her treatment goals. Dating (non-Orchard Place peers) with parental consent may be approved for some older residents. Of course, staff never are to have romantic relationships with residents.

We want you to learn to feel comfortable with your sexuality and Orchard Place will provide you with a safe environment to learn about yourself.

All people have concerns about their sexuality (thoughts, feelings, and actions related to sex) at points throughout their lives. If you want to talk about your sexuality or your sexual orientation (feelings of attraction to people of the opposite sex or the same sex as you), or how the sexuality of others affects you, you are encouraged to discuss these thoughts with a person on your treatment team. Talking about sexuality can be difficult. If you do not feel you receive the support from the staff member that you hoped for, you are encouraged to talk to someone else until you feel that you are understood. Orchard Place is concerned that you feel comfortable talking about sexuality with staff, that you are treated with respect and that you treat others with respect. We encourage you to continue talking until all of your questions have been answered. There may be an agency or person in the community you would like to talk with and we can help with those arrangements.

People have different beliefs and feelings about touching one’s own body in private areas. At Orchard Place, if you choose to masturbate, you should do so in private without disturbing others. If you have questions or concerns about masturbation, you should discuss these with a member of the treatment team with whom you feel comfortable.

Medical

When you are admitted to Orchard Place, you and/or your family will be asked many questions so we know about any health problems you or your relatives have had. Later that same day, you will be seen at the medical clinic for a small check-up. This will include your height, weight, blood pressure, pulse, eye exam, and the nurse will ask more questions like your usual bedtime and your favorite foods.

Nurses are available to meet your medical needs between the hours of 7:00 am and 10:00 pm Monday through Friday and 9:00 am and 9:00 pm Friday and Saturday. Nurses are on call after hours. The nurses are here to make sure that all of the residents are okay. If you have any health problems or concerns, you need to tell unit staff who will then let the nursing staff know. If your head, stomach, or something else is hurting, be sure to tell staff. Staff will ask where it hurts, how much, and ways to make it better. The nursing staff will decide if you need to see the doctor.

Nursing staff also make appointments for dental exams and other doctor visits, as well as appointments at other community health agencies as needed.

The nurses are available to meet with you on a one-to-one basis to discuss hygiene, sexuality or any other questions about your health. Be sure to wash your hands well before meals and after the bathroom so you do not catch colds and flu.

If you know or think you might have a sexually transmitted disease or the HIV virus, you are encouraged to talk with someone on the treatment team with whom you feel comfortable. This information will not be shared with anyone else without your permission.

Treatment

Each child at Orchard Place is assigned an individual and/or family therapist (usually the same person). You will meet with your therapist to work on the issues that brought you and your family to Orchard Place. A treatment plan will be prepared for you with the help of you and your family.

You will see a psychiatric provider within the first couple of days you are here and each month to discuss your treatment needs, progress and your medications, if you are taking any. It is good to know what the medications are for and talk to staff and the psychiatric provider about how they make you feel. If you do not want to take your medication, it is best to talk to the psychiatric provider about that rather than just stop taking it. Staff will give you what the psychiatric provider and your parents/guardians want you to take and will ask to see your mouth to know you have swallowed it.

Your psychiatric provider may suggest medication to you to take on an as-needed basis to help you manage your feelings. It will be your choice to take this medication or not. You can also ask for this medication when you are feeling overwhelmed. Staff will work with you on managing these feelings and nursing will also help decide if you need it or not.

Your staff in the building where you live are there to help you learn the rules and routines and make sure you have what you need. They are also very good people to talk to about worries you have.

Your unit staff and therapist will review your progress at least every other week at team meetings, and will discuss your progress with you and your family at therapy sessions.

You have a right to ask about your treatment plan, how you are doing and expect an answer. You will also be asked about your ideas for your treatment plan.

Within the first 30 days and every three months after you will have a Staffing. A Staffing is where your parents/guardians, therapist, advocate (unit staff), and psychiatric provider all meet to discuss how your treatment is going.

Visits

Visits with your family and others are a very important part of your treatment. Generally, the policies listed below will be followed for each resident regarding visits, unless changes are decided upon by your therapist and parents.

1. On-campus visits between you and your family will be encouraged.
2. Visits with you and non-family members will be allowed only with our approval and your parent/guardian's approval and may be supervised by staff.
3. If attending church is important to you, be sure to bring this up with your therapist, staff, and parents/guardians.
4. In most cases, family visits on-campus can be private, although there may be times when this may not be possible. If this happens, the reasons will be explained to you.
5. On-campus visits with your family will not be taken away due to your behavior. Your behavior must be safe to go off-campus.
6. On-campus visiting hours will be flexible to help meet your family's schedule. These visits will be arranged by your parents/guardians and therapist.
7. Home visits and other off-campus family visits will be arranged by your therapist and your parents/guardians.



Club Chris Greenhouse

Telephone

You are encouraged to have telephone contact with your family. Incoming calls will be received first by staff to find out who is calling you. You will be allowed a place to use the telephone that allows as much privacy as possible. You are given 10-15 minutes to talk on the phone. A phone/visitor contract will be signed by you, your parent/guardian, and your therapist.

There may be exceptions to this policy after meeting and talking with you, your parent/guardian and/or referring social worker or juvenile court officer. Any restrictions placed on telephone calls will have a reason that will be explained to you, your parent/guardian and referring worker. It will also be put in writing on your phone/visitor contract.

Telephone calls with your family will not be taken away when you are being consequence. Telephone calls with non-family members have to be approved by staff. Orchard Place will not restrict you from making telephone calls to your attorney, juvenile court officer, or social worker, if you have one.

Mail

You are allowed to send and receive mail without it being opened. The only time this is not true is

when it is in your best interest to have your mail checked or held for your parents. This will only be done when it is put in writing and both you and your parents/guardians have talked about and know the decision.

Transportation

The Orchard Placed staff are trained to safely drive cars and vans. We will be driving for such things as off- campus activities, doctor appointments, and sometimes home visits. You will be expected to help keep yourself safe by wearing seat belts, locking car doors and following staff directions.

Aggression

Anger is a powerful feeling that all people have and express in many different ways. Many times people express anger by fighting or hurting others. Fighting does not make anger go away; in fact, fighting makes people angrier. Walking away, ignoring, or talking anger out with another person are smart ways to deal with anger and to let others know about your anger. Hitting another person causes hurt that cannot be taken back later, even though later a person may no longer feel angry; the hurt has already been done. Treatment gives opportunities to learn how to express the powerful feeling of anger without fighting or hurting others.



Reception area of the Family Services Center

Running Away

The Orchard Place staff want to keep you safe during your treatment here. We do not believe that running solves your problems. If you talk about running away or run away, staff might put the following precautions into place for your safety and talk with you about what they are going to do to help you feel safer. They will watch you more closely and may lock up your clothes and shoes or ask that you wear pajamas if they think this will help you find other ways to feel better. If you ever have urges to run, you can always turn your own shoes in and ask to sit next to staff. Staff may also ask that you stay right with them during the day and may walk with you when you go to school or therapy. This is called being on “escort”. You may be on escort because you are new or because you need more supervision for a time in order to be safe and secure at Orchard Place. In the event you do run away and are out of staff eyesight, you will be asked to provide a urine sample upon your return so we can test you for any drug and alcohol use that may have occurred while you were gone.

Room Search

Staff are responsible for keeping you and all other residents safe. They keep glass items, scissors, knives and other sharp objects and matches locked in storage areas. You can ask to use scissors with staff supervision. Staff will check your belongings, pockets, socks and shoes when you return to Orchard Place after being off-campus to make sure that you are not trying to bring dangerous objects onto the living unit. Sometimes staff will search your room and all rooms on the unit if they suspect that dangerous objects have been brought onto the unit and hidden. Most often, when staff do room searches, you will be present and they will tell you why they are doing the search. They will treat your

possessions with respect and will put things back as they found them.

Self-Harm

If you talk about hurting yourself or try to hurt yourself, staff may put the following precautions into place for your safety. Staff will talk with you about what they will do to help you feel safer. Staff will watch you more closely. They may ask for your help to lock up your sharp objects and strings. They may ask that you not wear jewelry and may have you stay on the unit where they can see you until you are feeling safer. You can always request to have your sharps/strings pulled if you do not feel safe.

Library

The Southside Library is located just west of campus. Orchard Place has an account which residents can open a personal account with the permission of unit staff on a limited basis. You may check out five books from the library at a time. Kudos Korner activities can include utilization of library books. Each building also has New Chapters libraries where kids can check-out books.

Fire, Storm, and Other Emergencies

In order to keep all youth and staff safe, staff have put a lot of work into developing plans on what do should there be a fire, tornado, flood or some other emergency event. At campus, drills are scheduled to allow youth to practice what to do. For example, fire drills are scheduled monthly. Tornado drills are practiced during the spring, and intruder drills happen at least twice per year.

In the event of a fire emergency, Orchard Place also has a system to direct-dial the fire department in case the fire alarm sounds. Sometimes residents pull the fire alarm when they are angry or frustrated causing the fire department to come to Orchard Place as if there was a fire. This is very serious. If you pull the fire alarm when there is not a fire, you will receive consequences accordingly. If there is any damage to property as the result of the false alarm, you will also be expected to do work chores as a way to be responsible and give back to the community.

Staff want all youth to know that we have planned for emergencies, for your safety. If we need to stay inside to be safe, the Therapy Complex (“TC”) has extra food and will not lose electricity because it has a generator. If we need to leave this part of Des Moines to be safe (evacuation), we have plans for this as well. Orchard Place has a team ready to respond. There are emergency experts in Des Moines who know how many children are here and will help us. We have plans for what to take with us, including phone numbers, so we can stay in touch with your families. The most important thing in any emergency is to stay as calm as possible, listen for and follow directions, and help each other.

Use of Nahas Family Aquatic Center

The Nahas Family Aquatic Center is located just west of Orchard Place. During the summer, the recreational therapist at Orchard Place arrange with the swimming pool staff to allow Orchard Place residents and staff to swim at the pool, usually on Saturday mornings. You may go swimming at the pool at other times during the week with your staff. The same expectations above water about keeping your hands and feet to yourself are true underwater too.

Shoplifting

If you are caught shoplifting, the things which you stole will be returned to the store. Since shoplifting is against the law, if you are caught shoplifting you will be expected to do a set amount of work chores on campus to pay back the community for breaking the law. Staff will supervise these chores and

explain to you how many you are to do. Staff will also go with you to talk with the store manager involved.

No Smoking

It is against the law in Iowa for anyone under the age of 18 to smoke or use tobacco products including vaping. While you live at Orchard Place, you will not be allowed to smoke or use tobacco or vaping products because it is not healthy, it is against the law and it is also not safe for residents to have matches, vaping and/or tobacco products with them on Orchard Place property. If you have questions about how you will be able to quit smoking or chewing tobacco, one of our nursing staff will be able to help you with this. If you are seen smoking or chewing tobacco or vaping by a staff member, you will be given a consequence such as extra room time or a written assignment. Should there be concern you have taken drugs, you will be asked to cooperate with urine testing.



The Shade Garden

Clothing

You will be expected to be dressed appropriately at all times at Orchard Place. Socks, shoes or slippers must be worn while on the unit. Half-cut or cropped t-shirts or t-shirts with pictures of some rock groups, beer advertisements, or scary pictures and sayings are not appropriate. Robes are to be worn and securely fastened at all times when dressed in nightclothes and on the unit.

Laundry

Staff will give you clean sheets and towels. You will be asked to change the sheets on your bed at least once each week. Many children wet the bed. This is okay. If this happens to you, staff will provide you with clean sheets and show you what to do with the wet sheets. Most of the time staff will make sure that your clothing and linens are washed. Some of the older residents may do their own laundry.

Personal Property

You may bring some personal possessions with you to Orchard Place, but there is not space to bring all of your things. Posters or clothing items with references to drugs, violence, sexual issues or scary pictures cannot be allowed. Any sharp or glass objects, products which say “keep out of reach of children”, or electrical appliances will be kept in a safe place by the staff. These items may be used only with staff permission. You may bring a personal radio that must be operated by batteries or a portable CD player with headphones. We do not allow you to bring a cell phone, iPod, expensive radio, stereo or game system with you to Orchard Place. We recommend you do not bring expensive jewelry. Orchard Place will not be responsible if your things are broken, lost or stolen.

Independent Activities

Each unit has a system of privileges that staff will explain to you. You can make contracts with staff to work on improving a certain behavior and earn privileges when you meet your goal. These privileges include things on the unit such as being able to turn on the TV or stereo, and being able to do paid contract chores. Some of the privileges you can earn are off the unit such as being able to go outside by yourself or with a peer to play without direct staff supervision. The highest-level privileges include independent activities off-campus such as going to the Public Library or on a shopping errand by yourself or with a peer.

Discharge

When you are admitted into the Orchard Place program, goals will be set. These are what you will have learned to do to be safer after you leave. As it gets closer to time to leave, staff will help you and your parents make plans for follow-up services. Leaving can be exciting and also a little sad because you have to say good-bye to the people here. These mixed feelings can be difficult, so you can expect to be more anxious and we encourage you to talk about your concerns. As you are preparing to leave Orchard Place, staff will help you to complete activities on a Discharge Checklist. Some of these activities will allow you to practice in the community the things that you have learned at Orchard Place.

Should your behavior become extremely unsafe, the treatment staff may recommend you be hospitalized or discharged due to the seriousness of your behavior and the danger this causes for you and for others. If this occurs, your therapist, your parents/guardians and your Department of Human Services or Juvenile Court worker (if you have one) will talk with you about your behavior and help you find a program that will help you be more in control.

Gender Identity

At Orchard Place, we uphold nonviolence (safety) as our number one Sanctuary Commitment.

This means all youth feel safe, respected and valued by Orchard Place staff for who they are.

It's important for youth to convey gender identity and expression free from any unnecessary barriers and with support from safe adults in their life.

Use of Chosen Name and Personal Pronouns

1. All youth may request that Orchard place staff use a chosen first name and the gender with which they identify, if applicable, rather than their legal name and sex assigned at birth.

Youth may also request to be referred to by the personal pronoun that they state reflects their gender identity or expression.

2. Youth will share these requests with the assigned therapist in order to facilitate further discussion and planning with the youth.

In the event therapist is not available, youth may share with their unit advocate, building supervisor or other trusted adult who will then forward request to the therapist as soon as possible.

3. Once request has been shared, the staff member will provide the youth with the Name/Pronoun Change packet for review, in order to prepare for follow-up conversations in therapy.
4. The Name/Pronoun Change packet helps provide guidance to the youth including education on LGBTQ+ terminology, questions to consider regarding support, gender identity and expression exploration, safety planning, preparing for family therapy discussion and review of school planning.

The entire packet does **NOT** need to be completed in order for the change to occur.

5. Individual and family therapy typically occur weekly. While there is no set timeline for the name/pronoun change to occur, the youth's treatment team supports the youth throughout this process and prioritizes this as an important topic. The name/pronoun change will occur once this is processed and safety planned in therapy.

Because safety is our number one priority, the name/pronoun change process could be temporarily delayed if unsafe behaviors (elopements, restraints, self-harm, etc.) are occurring as we have to prioritize physical safety first by discussing these unsafe behaviors first and then discussing name/pronoun changes next.

6. Should a youth or family have concerns regarding name or pronoun changes, these can be discussed with the assigned therapist or building supervisor.
7. Campus school is provided by the Des Moines Public School district. The campus school personnel must comply with Iowa Code Section 279.78 requiring parent/guardian notification about name/pronoun changes. If a youth wishes for the campus school to use a name or pronoun that is different from those assigned at birth, then a discussion will occur during family therapy with parents/guardians before the change can be finalized at the Orchard Place School. Orchard Place Campus School will be notified in writing about these changes being finalized.
8. Parental permission is **NOT** required for a youth to change name/pronoun while receiving treatment on the Orchard Place campus. Parents do **NOT** need to be notified if a youth is discussing sexual orientation issues during therapy.
9. Because consistency is important in validating the youth with these decisions, therapists will coordinate the communication of the name/pronoun changes to the electronic health record and the entire treatment/school team. This is when the changed name/pronoun can then be used by those who interact with the youth.
10. Family members/guardians of the youth will also be identified by their chosen name and personal pronoun.

Bedrooms

Orchard Place shall make every effort so that the transgender youth are housed in a facility that can provide individual sleeping quarters to allow for privacy.

Transgender youth will not automatically be housed according to their gender assigned at birth.

Orchard Place will make housing decisions for transgender youth based on the youth's individualized needs and that prioritize the youth's emotional and physical safety.

Orchard Place shall take into account the youth's perception of where they will be most secure, as well as any recommendations by the youth's medical and mental health providers.

Bathroom Facilities

Bathroom facilities shall take into account the safety and privacy need of transgender and gender fluid/non-binary youth. All youth shall be allowed to use individual bathrooms with the ability for private use.

Hair and Other Personal Grooming

Grooming rules and restrictions, including rules regarding hair, make-up and shaving shall be the same for all youth regardless of LGBTQ status.

A youth shall not be prevented from using, or disciplined for using, a form of personal grooming because it does not match gender norms.

All youth shall be permitted to use approved forms of personal grooming including make-up, nail painting, etc. without regard to gender, gender expression, and/or sex assigned at birth.

Clothing

Gender, gender expression, and/or sex assigned at birth will not be a factor in regards to determining appropriateness of clothing.

Documentation

Orchard Place will document the transgender/gender fluid youth's legal name in the record for billing and auditing purposes.

All client-specific documentation such as progress notes, daily logs and other client records will reflect the youth's chosen name and personal pronoun.

Campus will follow the agency procedure for Documenting Client Names and Pronouns.

Gender Segregation

Orchard Place youth are occasionally referred or can self-select into groups based on if the curriculum applies to them. Youth are able to attend the group where they feel most comfortable.

Grievance Policy

At Orchard Place, we recognize and appreciate the importance of creating an environment in which everyone feels valued, included, and empowered to do their best work. We see diversity, inclusion and equity as vital to our mission and critical to ensure our staff, clients and families are safe, secure, calm and well. Therefore Orchard Place is committed to Diversity and Inclusion across race, gender, age, religion, identity, experience, etc. We strive to eliminate any discrimination and racism including direct or indirect discrimination. Direct is a term that applies if you treat someone less favorable than someone else has been treated (or would be treated) because the person belongs to one of the protected groups. Indirect is a policy or rule which applies to everyone the same way, but it has a worse effect on some people than on others. Any form of discrimination or racism will not be tolerated. We are committed to making Orchard Place a SAFE PLACE for everyone.

Policy

Orchard Place strives to build an environment of care that actively pursues equity on all organizational levels, including but not limited to race, ethnicity, gender, sexual orientation, disability, etc. Orchard Place will create an organizational culture and climate in which every voice is valued, where staff and youth have a sense of belonging and connection with one another and to the organization, and feel empowered to do their best work without discrimination and prejudicial bias.

Procedure

If a resident has a grievance regarding a situation or how they feel they may have been treated. He/She will be encouraged to utilize open communication and discuss the issue with the staff person involved. Those who do not feel comfortable speaking with just the staff member involved may ask another staff member to be present. If the youth still does not feel comfortable regarding the incident the youth should complete a Red Flag Review Form. This form will be turned into the building MTCr or their designee. The MTCr or their designee reviews the request and discusses the issue with the youth. If the MTCr designee is the one reviewing the form, they will consult with MTCr on-call or MTD for further guidance on the next steps.

Your parents/guardians will be told about the grievance and encouraged to talk about the issue with staff, therapist or t h e Vice President of Residential Campus.

There is also a statewide organization you can contact for further assistance as well.

Disability Rights Iowa
666Walnut Street, Suite 1440
Des Moines, IA 50309
515-278-2502



Slides on the playground

We want you to feel safe, secure, and successful at Orchard Place. Please talk with your therapist, staff or parents if you do not understand or find the rules confusing.

Trust Based Relational Intervention

Campus Staff have been trained in *Trust Based Relational Intervention* an evidence based caregiver strategy for working with youth.

Trust Based Relational Intervention has the following key elements:

- Helps care givers to understand the impact of trauma on long term development, including identification of risk factors, interpreting behavior, and responding appropriately
- Helps care givers gain insight into what a secure attachment between child and parent looks like, and thereby learn strategies to improve the child/care giver bond, understand behavior, and use proactive strategies to address behaviors
- Helps care givers and clients learn and use healthy self-regulation and communication skills
- Helps empower the client and caregiver to become 'detectives' when issues arise rather than 'react'

Behavior Management

Campus staff understand that from time to time behaviors will occur during programming. Such behaviors might include yelling, emotional dysregulation, throwing items, crossing of boundaries with peers or staff

(verbally or physically), elopement, refusal to follow directions, etc.) Campus staff will utilize the following behavior management strategies when behavioral challenges occur.

Proactive Strategies:

Proactive strategies are designed to teach social and behavioral skills. This involves balancing both structure and nurture, providing guidelines and emotional support, as well as setting limits and appropriate expectations for each child. Staff will guide and teach children in sharing power, choices, compromises, and life value terms through group engagement, daily interaction, focused connection, and play.

Responsive Strategies:

Responsive strategies focus on helping children produce the right behaviors rather than punishing the wrong ones. Staff goals are to maintain connection with the child, contentment with between child and staff, and initiate behavioral change. Staff will use the following to assist your children in being successful through behavioral episodes.

IDEAL Response:

Immediate – Response within the first 3 seconds of behavior

Direct – Staff will get on the child's level, use gentle touch (as appropriate), and maintain eye contact.

Efficient – Staff will use the appropriate amount of structure and nurture for which the situation calls for and engage child with the appropriate level of response, in order to keep the child moving forward.

Action Based – Staff will utilize active, experiential learning, through strategies such as choices, compromises, and redos.

Leveled at the Behavior – Staff will be mindful of the delicacy of a child's self-esteem, help children understand that behavior is not who they are and help child to understand their personal value regardless of behavior.

Levels of Response:

LEVEL 1: Playful Engagement

With playful engagement the goal is to put out a spark before it becomes a fire. Playful engagement works with the following types of behaviors: disrespectful tone and words, rolling eyes, speaking out of turn, interrupting, taking something without permission, and demanding something rather than asking politely. A warm tone, moderate volume, and quick playful cadence will be used to re-direct behaviors.

LEVEL 2: Structured Engagement

This level requires a bit more attention and intervention. This may be used for the following types of behaviors: ongoing challenge or dysregulation, mild agitation, and hyperactivity. Staff will stop what they are doing and address the situation using choices and compromises. In addition, they may ask the child to engage in a 'redo'. Staff will return to playful engagement.

LEVEL 3: Calming Engagement

When the situation escalates to the point that the child needs help regulating and calming themselves, and level 1 and 2 have not worked, calming engagement will be used. At this stage, it is assumed that the child needs help determining their needs and how to get those needs met appropriately. The use of 'time in' may be used, staff will bring the child closer so that they will see them as an advocate for their needs. Use of a 'time in', 'break space', 'think it over place', or 'quiet place' may be used. Staff will return to playful engagement. A safe adult will offer support, a safe place will be utilized, and empowering strategies might be used (i.e. weighted blanket, calming music).

LEVEL 4: Protective Engagement

When children are in immediate danger to themselves or others, staff will use their best judgment in keeping the child safe and out of harm's way. Behaviors that might require protective engagement include sudden acts of aggression, threats of danger or harm, out of control behavior, behavioral collapse, self-inflicted harm/injuries, purposeful property damage, and elopement.

CRASH & BUMP Rooms and Sensory Paths:

Campus is equipped with 3 fully functioning sensory rooms to assist children in connecting with the following sensory-based needs: proprioception, tactile, and vestibular. The Crash & Bump Rooms host a variety of options for children to use to assist them through behavioral challenges.

Each campus building also has a Sensory Path which youth can use to manage behavioral challenges through Sensory work. Sensory Paths are also in the on-campus school buildings as well.

What is Sanctuary?

Sanctuary is about helping our organization, clients and communities begin to make positive change through being trauma informed and trauma practiced.

4 Pillars of Sanctuary

Pillar 1: Trauma Theory

The Effects of Trauma Theory- Trauma is defined as an experience in which a person's internal resources are not adequate to cope with external stressors. Many of the behavioral symptoms that we see in individuals are a direct result of coping with adverse experiences. Sanctuary helps change the question from "What is wrong with you?" to "What has happened to you?"

Parallel Process- Sanctuary Model recognizes that just as human beings are susceptible to misapplication of survival skills, organizations themselves are equally vulnerable. This understanding is reflected in the recognition that there is a parallel between the traumatic symptoms we see in clients and those that we see in an organization.

Pillar 2: The Seven Sanctuary Commitments

Nonviolence- Provides physical, psychosocial, social and moral safety to the community.

Emotional Intelligence- Creates an environment in which community members understand the relationship between past experiences, emotions and behaviors and to respond and react with those relationships in mind.

Inquiry & Social Learning- Collaborative thinking and problem solving to break dysfunction and repetitive patterns through exposure to other's perspectives and ideas.

Democracy- Active participation and empowerment.

Open Communication- Creates a community that tolerates expression of emotions and inter-personal and organizational issues.

Social Responsibility- Building a community in which people feel a sense of responsibility and care for each other and the group as a whole, in which people are held accountable for their actions.

Growth & Change- Framework to evaluate current behaviors and focus on the future with goals and planning to break dysfunctional patterns.

Pillar 3: The S.E.L.F. Framework

Safety- Physical (your body is safe), psychological (you are safe regarding your thoughts and feelings), social (safe with others) and moral (safety in knowing right from wrong).

Emotional Management- recognizing and handling feelings without hurting self or others.

Loss- Acknowledging and grieving past losses or traumas and committing to work against getting stuck in the past while recognizing the all change involves loss.

Future- Re-establishing the capacity for choice in engaging in new behaviors rather than repeating old patterns.

Pillar 4: The Sanctuary Tool Kit

Core Team- Cross section of staff from all levels of the organization's hierarchy charged with executing the implementation steps.

Supervision- Individual or group meetings to review performance that includes opportunities to discuss issues of vicarious trauma, self-care, and updating safety plans.

Training- Ongoing support to staff in use of Sanctuary Model concepts through educational materials and interactive learning opportunities.

Community Meeting- All community members begin meetings by answering 3 questions designed to promote feelings identification, a focus on future and a connection to community.

*How are you feeling?
What is your goal for today/this meeting?
Who will you ask for help if you need it?*

Team Meeting-A way to structure meetings among staff members that allows for them to reflect on work, discuss team functioning and service delivery issues.

Self-Care Planning- A practice of identifying and committing to practice a set of activities that one can do to manage stress both inside and outside the workplace.

Red Flag Reviews- A response to critical incidents that follows a protocol that focuses on solutions rather than problems.

Safety Plans- Visual reminders of emotion management practices represented as a list of activities, techniques or skills to be used in situations that may trigger inappropriate behaviors.

S.E.L.F. Service Planning- A framework for organizing service planning meetings and documents that explores functioning, challenges, goals and progress in areas of safety, emotion management, loss and future.

Sanctuary Psychoeducation- Educational materials about the effects of trauma, the Sanctuary Tools and Concepts delivered to clients and families.

Orchard Place Commitments

	We always	We never
Nonviolence	<ul style="list-style-type: none"> • Make sure clients are safe and protected • If we find new safety problems, figure out how to fix them for our staff and clients • Always check if clients and their families are safe, and share safety info when needed • Create Safety and Self-Care Plans to keep clients safe and help them take care of themselves • Think about how history has hurt people and remember that we all have hidden biases in our society and at our organization 	<ul style="list-style-type: none"> • Ignore or make light of safety worries • Scare or harm clients or their families • Ignore that people from the same diverse community may have different experiences
Emotional Intelligence	<ul style="list-style-type: none"> • Make sure to understand and support how clients and their families feel • Use our own Safety Plan to control our emotions, avoid things that upset us, and show we care about the client and their family • Be aware of how different cultures are and adjust how we help each family to respect their ways 	<ul style="list-style-type: none"> • Judge or ignore how a client or family feels • Get defensive, if someone says we did something wrong in how we talk or act.
Social Learning	<ul style="list-style-type: none"> • Ask the clients and their families about what they know about their own culture, family, and experiences • Share our knowledge about children's mental health to help families talk and help each other better • Get the community involved by considering diversity, equity, and inclusion in different ways 	<ul style="list-style-type: none"> • Guess or think we know what the client or family is thinking or feeling • Miss chances to learn more about diversity, equity, and inclusion topics
Open Communication	<ul style="list-style-type: none"> • Give clear contact details for the people helping, explain what to expect during treatment, and what's expected from everyone • Tell clients and families it's okay to ask questions and share worries • Encourage parents and other helpers to be involved in the client's treatment 	<ul style="list-style-type: none"> • Share private information without your consent unless meeting the ground for mandatory reporting • Hide facts from a family or make things up • Shy away from talking about tough topics
Social Responsibility	<ul style="list-style-type: none"> • Offer translation help if needed • Make sure the switch to and from services goes smoothly • Assist families in finding the right care and connecting with other helpers • Think about diversity, equity, and inclusion when creating rules and ways of doing things • Stand up for the client and their family • Try to make things fair for people who don't get enough help or attention 	<ul style="list-style-type: none"> • We never assume the client and family knows what comes next in the treatment process. • Avoid blaming the client when the treatment process faces challenges. It's a team effort
Democracy	<ul style="list-style-type: none"> • Work together with the client, their family, and other helpers to set goals for treatment • Ask the client and their family what they think about our help • Stress how important it is for families and other helpers to take part in treatment for making lasting improvements 	<ul style="list-style-type: none"> • Ignore the thoughts and choices of the client and their family. • Use our authority abusively or assume we have all the answers. • Ignore the viewpoints of marginalized communities

Growth & Change	<ul style="list-style-type: none"> • Make goals for treatment that are possible, realistic, focus on strengths, and look ahead to the future • Listen to what clients and their families say to make our places fairer and more welcoming • Know that we're always learning and getting better as helpers and as a group • Care about each client and family's unique experience and ask questions to know them better 	<ul style="list-style-type: none"> • Expect families to figure out the next steps on their own • Stay in one place and making no progress
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Community Meetings

Community Meetings happen hundreds of times each day across Orchard Place programs. We want you to participate in Community Meetings too.

Why we have Community Meetings?

We are all impacted when bad things happen to us or when bad things happen to those around us. No one can escape bad things from happening. These bad things can sometimes be called trauma but can also include other life stressors. Community Meetings help us practice actions that will help us bounce back from those bad things.

In Community Meetings we start by asking *“how do you feel?”* Answering that question helps us get in touch with our feelings. Feelings aren’t right or wrong and don’t have to overwhelm us. It helps us to know other’s feelings because then we can better understand each other. We find out a lot by sharing our feelings, for example, our feelings aren’t that different from other people’s feelings.

The second question in Community Meetings is *“what is your goal for the meeting?”* Why do we ask that? Sometimes experiencing a bad thing or trauma keeps us from making plans for the future. Community Meetings help us to imagine the future and what we want to do in that future.

The third question in a Community Meeting is *“who can you ask for help today if you need it?”* Trauma and other life stressors can make us feel alone. We may think no one can help us. Answering this question helps us realize we aren’t alone and there are people we can count on. We all have bad things happen to us. Community Meetings help us bounce back from those bad things. Use the tear off below as a reminder of how community meetings can help you check-in with yourself and people around you.

How are you feeling today?

What is your goal for this meeting?

Who can you ask for help if you need i

1. We ask about feelings because trauma numbs you and it's difficult to identify feelings.
2. We ask about goals because trauma keeps us stuck and it's difficult to think about the future.
3. We ask about who can help because trauma keeps us isolated and it's difficult to identify helps.

Safety Plans

At Orchard Place, everyone has a safety plan that they keep in their work space or with them at all times. We want you to create a safety plan to use too.

Why we use Safety Plans?

Safety Plans are a tool we can use to help keep our minds and bodies calm. Each day, there is the chance that something might happen that tests our ability to keep our minds and bodies calm. *Here are some simple steps you can go through to create your own safety plan.*

Step 1: Think about what emotions are most difficult for you to work through and keep your actions and thoughts calm (anger, shame, sadness, frustration, etc.)

Step 2: Think about what times you are likely to feel those emotions and be triggered (feeling ignored, being asked to do more than your share, when I feel judged for my differences, etc.)

Step 3: Think about what behaviors and/or physical signs you might show that others might notice when your emotion is becoming too much to control (crying, pacing, fidgeting, scribbling, etc.)

Step 4: Identify things you can do to help keep yourself and those around you feeling safe, secure, calm, and well. Put those ideas on the *My Safety Plan* card below to keep with you as a reminder.

Sample Safety Plan

Things I can do on my own:

- Listen in my head to my favorite song
- Take 3 deep breaths
- Think about my favorite place in the world

Things that require help from others:

- Take a walk with Staff
- Say my Safety Slogan (ex. Home Sweet Home, Slow Your Roll)

My Safety Plan

Things I can do on my own:

- _____
- _____
- _____

Things that require help from others:

- _____
- _____
- _____

SELF

At Orchard Place, we solve problems using a tool called S.E.L.F that focuses on four areas: Safety, Emotion Management, Loss and Future.

Why we use S.E.L.F?

Sometimes when bad things happen, we can get stuck and have trouble moving forward. S.E.L.F helps us identify a problem(s) and work together to move forward and create a hopeful future.

When using S.E.L.F. (by yourself, in pairs, or groups), first identify the problem, challenge, or event. Examples: moving, loss of loved one, bullying, not following directions or expectations.

Identify thoughts related to the different areas of S.E.L.F.

- ***Safety***

- Physical safety (your body is safe from physical harm or injury)
- Psychological safety (you are safe with yourself and you can keep yourself safe, include examples related to negative self-talk, and behaviors that impact the felt safety of those around you)
- Social safety (you are emotionally and physically safe with other people)
- Moral/ethical safety (you and others around you understand right from wrong)

- ***Emotion Management***

- Labeling emotions related to that problem, challenge, or event, which can include both negative and positive emotions. Talking about emotions helps to manage them instead of ignoring or expressing them in an unhealthy manner.
- Be mindful that different people and different cultures may express and verbalize their emotions in different manners.

- ***Loss/Change***

- This could be talking about a loss or a past, present or future change that you have or will be experiencing. This could include positive or negative changes, as either can be challenging and naming these experiences can build insight and contribute to problem solving. Example: loss of a friendship, loss of felt safety, loss of your house, changing schools, parents separating/divorce, change in your ability to meet cultural or religious needs.

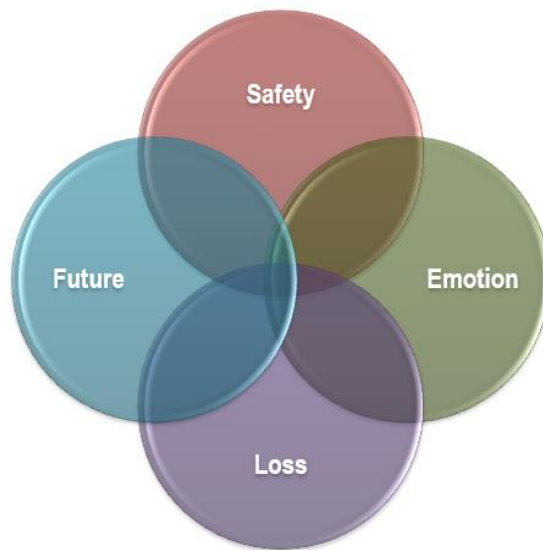
- ***Future***

- To think about the future helps us to not get stuck. We need to make sure we do not try things that haven't worked before. We also want to figure out what is motivating us to move forward. **You should spend most of your time in this section of the tool, working on the specific actions or steps you will take to make the future better.**

Problem/Challenge/Event:

Safety	Emotion Management	Loss	Future

S.E.L.F.



Self Care Plans

We are all affected by the bad, sad, or scary things that happen to us, to others we love, or to others in our community/world. Dealing with those hard things can be stressful, and stress and adversity can take a toll on us. Self-Care Plans are tools and activities that we can use to maintain balance and health while we handle the difficult things that we may face on a day-to-day basis. At Orchard Place, both staff and clients develop Self-Care Plans to help manage the demands of school, work, friendships, and family life.

Why we use Self Care Plans?

Self-Care Plans are made up of activities we can practice regularly, even daily, to take care of ourselves. Keep your Self-Care Plan to remind you to care for yourself and share it with a trusted person so that they can help you.

Four categories of safety to consider when creating your Self-Care Plan include:

Physical Safety:

- Keeping your body safe from physical harm
- Keeping your body healthy and clean
- Eating healthy food
- Having a safe place to go or leave to
- Being physically active

Psychological Safety:

- Being safe with yourself
- Having safe thoughts and feelings about self

Social Safety:

- Feeling and being safe with other people
- Feeling and being connected to others
- Understand and accept others differences

Moral Safety:

- Understanding what is right and wrong
- Feeling safe to do the appropriate thing
- Having healthy beliefs and values
- Making choices that you know are right

CREATING A SELF-CARE PLAN

This Self-Care Worksheet will help you create a way to take care of yourself each day. Use your answers to these items to create a Self-Care Plan. Share your plan with a trusted friend or caregiver. Refer to it often to make sure that you are taking care of yourself.

Physical Self-Care

- Eat regularly meals/snacks and healthy foods
- Take time to care for your appearance
- Shower regularly
- Brush your teeth
- Get enough sleep
- Identify and participate in fun physical activities
- Play outside/exercise
- Go on outings in the community
- Other:

Psychological Self-Care

- Participate in sessions with professionals
- Write/draw in a journal
- Read for fun
- Listen to music
- Find things that make you laugh
- Praise yourself; give yourself affirmations
- Identify people and spaces that bring you comfort
- Make time and space for completing homework and/or chores
- Take a break/brain break
- Challenge thinking/reframe thinking
- Other:

Social Self-Care

- Identify positive and supportive friends
- Participate in groups, organized sports or extra-curricular activities
- Spend time with supportive adult
- Call, text, or see safe/supportive friend
- Practice healthy social media habits
- Spend time with people that support your identity/who you are
- Other:

Moral Self-Care

- Play fair/Cooperate with others
- Identify beliefs and values
- Meditate/pray
- Participate in spiritual/religious community
- Advocate for your needs or the needs of others
- Other:

PHYSICAL

PSYCHOLOGICAL

**MY PERSONAL
SELF CARE PLAN**

SOCIAL

MORAL

Red Flag Meeting

What is a Red Flag Review?

A Red Flag Review is a team meeting called to process and problem-solve a safety concern. These meetings focus on **SOLUTIONS** rather than describing the problem or storytelling. A Red Flag Review is used when a safety concern or problem requires a response within 72 hours. Other problem-solving tools are considered prior to calling a Red Flag Review – leaving this as a last resort tool.

Why we use Red Flag Reviews?

Red Flag Reviews are used based on the belief, “No one of us is as smart as all of us”. Many people coming together to address a problem are more likely to come up with meaningful solutions. Naming a problem takes away its power.

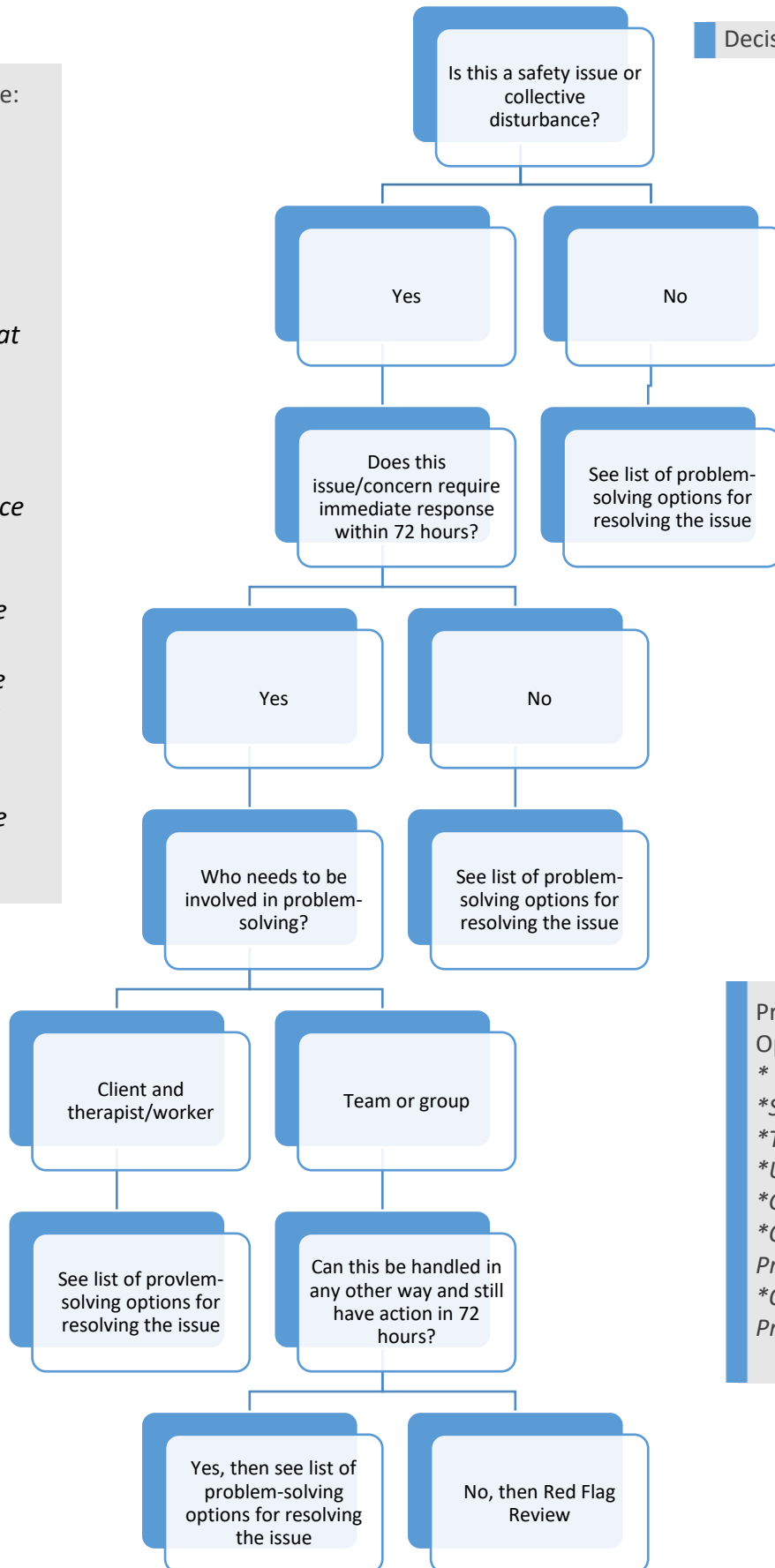
How are Red Flag Reviews Called?

Anyone in the community - including clients and families - can call a Red Flag Review to respond to a community need or concern. The affected team can help determine whether the concern warrants a Red Flag Review or if another problem-solving option is more fitting. Based on who the affected team decides should be in attendance, families, clients, and anyone involved in a client’s treatment can be invited and in attendance.

Who leads a Red Flag Review?

The person who calls the Red Flag Review, or another identified support person, is in charge of facilitating the meeting. An outline for the Red Flag Review meeting is available to the facilitator. Red Flag Review guidelines should be reviewed prior to beginning the meeting.

Collective Disturbance: *When a whole system (i.e. classroom, unit, organization, program, family) experiences a significant event that goes unprocessed, this can result in unresolved feelings and perceptions. A collective disturbance occurs when these feelings and perceptions become disconnected from their original source but end up creating what appears to be unrelated issues or dynamics within the system.*



Problem Solving Options:
 * *Therapeutic Sessions*
 * *Staffings*
 * *Team Meetings*
 * *Unit Meetings*
 * *Grievance Procedures*
 * *Critical Incident Protocols*
 * *Other Agency Procedures*

Children's Rights

You have rights that Orchard Place agrees to protect. Most of these have been mentioned already in this book, but this list should be helpful to you.

1. Orchard Place will provide you with a safe, comfortable, clean and healthy place to live.
2. You will get plenty of good food, grooming and hygiene needs, and clothing, as needed. We will help ensure you get the clothing you need.
3. Whenever you are sick or hurt, we will care for you and provide the medical care necessary.
4. You will be allowed as much freedom as possible, according to your treatment program.
5. You and your family will be encouraged to participate in your treatment program by expressing your opinions and feelings.
6. You have the right to be treated with respect by the staff and other residents.
7. You will attend school in a classroom that suits your needs.
8. You will not be subjected to physical punishment, mental, verbal, sexual or physical abuse. You should report any violations of this immediately to staff on duty.

You or your family may make a complaint about Orchard Place. The method for making a complaint is noted in a previous section of this book under "Grievance Policy".
9. You have the right never to be restrained or placed in seclusion in any form for the convenience of staff, as discipline, to make you do something, or due to the anger of others.
10. You will get plenty of adult help, support, and supervision.
11. You have the right to enjoy freedom of thought, conscience and religion.
12. We will develop a treatment program to meet your
11. You have the right to enjoy freedom of thought, conscience and religion.
12. We will develop a treatment program to meet your individual needs.
13. You have the right to be alone. Staff and other children will respect you and your personal space.
14. You and your family will know about the policies about mail, telephone and visits.
15. We will share copies of our written consequences with you, your family and your worker.
16. You will be told if someone is studying Orchard Place children for a research project. If you are asked to participate, you will have the right not to do so.
17. You will be cared for by staff trained to help you and you are free to know names, professional status and the role of each Orchard Place staff person caring for you.
18. You and your family will be told about the expected benefits and possible side effects of any medications prescribed for you.
19. You and your parent/legal guardian shall be notified that Orchard Place does not discriminate on the basis of race, religion, gender, ethnicity, age, handicap or sexual orientation.
20. You will be treated in a dignified manner so that your civil and legal rights are protected.

RESIDENT HANDBOOK

I, _____ have read or had read to me
the Resident Handbook which lets me know my rights. The Resident Handbook
was reviewed on _____.

Date

Resident

Date

Staff

Date