



**Skill Enhancement Training (SET)
Handbook**
For participants, family members,
and service providers

Table of Contents

Purpose and Goal	3
Behavioral Expectations	3
Program Operation	3
Admissions Process	3
Waiting List	3
Tuition	3
SET Staff	3
Cell Phones	4
<u>Program Participants</u>	4
Communication Binder	4
Backpacks	4
Individual Program Plan	4
Weekly Schedules	4
Therapy Sessions	4
Absences	4
Withdrawal	4
SET Guidance Policy	5
Dismissal	5
Volunteer Camp	5
Transportation	5
Food	6
Dress	6
Personal Items	6
Spending Money	6
<u>Life Skills Development</u>	6
Skill Sets	6
<u>Health and Safety</u>	6
Medications	6
Illness	6
Incidents	7
Emergency Care	7
Respect of Property	7
Drugs/Alcohol/Weapons	7
APPENDIX A	8
Group Objectives	
APPENDIX B	9
Social Living Skills	
Independent Living Skills	
APPENDIX C	10
SET Crisis Intervention Plan	

Purpose and Goal

The purpose of the Skill Enhancement Training (SET) is to teach life skills to youth and young adults ages 12-21 diagnosed with a mental illness. The goal of SET is to help the participants cope better with life events and enrich the world they live in. With better understanding about themselves and others, they can make better choices.

Behavioral Expectations

Fraser, Ltd. wants every participant to have a safe and fun experience that includes both physical and emotional safety. The SET staff are trained in crisis management to handle interpersonal conflicts as they come up. We have behavioral expectations for every participant and continuously remind them of appropriate social behavior. We would greatly appreciate the support from the families, as we work together to help the participants succeed. The participants will do well in the SET program when they are not physically or verbally aggressive. While minor outbursts may result in frustration and hurt feelings, extended and consistent aggressive behavior cannot be managed in this program. Behaviors that cannot be redirected will be better served in a different type of program. Consequences for behavior includes suspensions and/or dismissal.

SET offers a variety of scheduled activities that benefits a participant's development of life skills while providing them the opportunity to have fun. We encourage participants to join in all scheduled activities. Participants who continuously refuse to participate and who do not respond to our modifications and accommodations may not be suited for SET.

Program Operation

The SET program begins the first Monday in June and concludes 10 weeks later in mid-August. The program is Monday through Friday beginning at 10 am and ending at 5pm. The only exception is during Volunteer Camp week, when SET operates 12 pm- 5 pm.

SET runs with a generous staff to participant ratio – five participants to one staff on the low end or two staff to five participants on the high end. SET does not provide 1:1. Staff will keep participants in line of sight. There may be an exception, such as, locker rooms or bathrooms. Fraser, Ltd. is responsible for participants during program hours only.

The SET program is closed July 4th in observance of the Fourth of July holiday (when July 4th falls on Saturday, we are closed the preceding Friday – when July 4th falls on Sunday, we are closed the following Monday).

Admissions Process

Special Needs Coordinator meets with all participants and families to discuss the program and go over enrollment packet. All paper work needs to be completed and turned in to the Special Needs Coordinator and the Admissions Committee will make the determination of enrollment. "Spots" are not saved. You will be notified of enrollment.

Waiting List

If SET is full you are welcome to put the participant's name on the waiting list. Enrollment is on a first –come, first-serve basis. You will be notified if an opening arises. Enrollment opens March 1st and concludes May 15th.

Tuition

Cost per participant is \$3,500 and Fraser, Ltd. contributes a \$2,000 scholarship per youth. The remaining balance is \$1,500. Third Party payment is paid in 3 separate installment of \$500 each. Fraser, Ltd. may accept tuition based on a sliding fee scale if the remaining balance cannot be paid for by another party and is a hard ship for the family (sliding fee scale is based on household income). Please direct all payments and questions to the Fraser, Ltd.'s Director of Accounting.

Staff

All SET staff are qualified and experienced professionals who have realistic expectations about individual development relating to diagnoses. The staff are well-trained and committed in providing support to the participants and enriching the social, physical, creative, and intellectual experiences for each individual's needs. A training and orientation period is required for all staff hired for the SET program. Staff utilize techniques such

as, instruction, modeling, role-playing, shaping, feedback, and reinforcement of positive interactions. The program consists of leaders and support team members.

Cell Phones

SET is a community-based program; therefore, SET staff carry Fraser, Ltd. cell phones for parents/service providers to contact them during program hours. Cell phones may be turned off during activities/events requiring them to do so (i.e. group therapy sessions). Parents may access voice mail and staff will return calls. Phone numbers will be given at the beginning of the program.

Program Participants

Communication Binder

Each participant will receive a communication binder that houses daily report cards, journal, schedules, etc. Staff will record information daily. Please remember that verbal/face to face communication is the primary method of communication and not all aspects of a participant's day can be logged in the communication binder. Please write about your participant's time spent away from the program. Please make sure participant has their communication binder every program day.

Backpack

It is a good idea for each participant to have a backpack with them every day, to house their communication binder. Backpack is also needed to store swimwear, sunscreen, towel, water bottle, etc.

Individual Program Plan (IPP)

Skills training is individualized with objectives for improving personal effectiveness derived from each person's aspirations. Although each participant has unique self-expectations, many of the components and skills needed to be learned are shared. Therefore, each participant is working on his/her IPP at the same time benefiting from group interaction, opportunities for observing and learning from others, and positive and corrective feedback from the group members and staff.

Group objectives consist of-tasks all participants work on throughout the summer in addition to their individual objectives, striving for 80% completion (*see Appendix A for description of group goals*).

Weekly Schedules

Participants will take an active role in planning their weekly activities (times of activities, bus schedules, finances, etc.). Parents/guardians and service providers will receive a schedule of activities every week.

Therapy Sessions

Participants have the opportunity to engage in therapy group sessions and group sessions with a child/adolescent psychiatrist. Sessions will be indicated on the weekly schedule.

Absences

Please call if a participant will not be attending for a particular day or give one week notice for vacation time. This allows for appropriate staff scheduling. Participants do not receive tuition discounts based on vacation days and full payment will be required for days absent. If a participant is admitted into residential treatment/inpatient care and his/her spot is still wanted, then full payment will be required to save the spot until participant rejoins the SET program.

When a participant reaches 5 absences (except planned vacation days/summer school/sick days/inpatient care) parents/legal guardian will be notified to discuss possible end date of participant. Since SET has a waiting list that spot may be filled if participant continues to not show up for program. We encourage participants to attend every day. Specific skill lessons, structured activities, and therapy are scheduled throughout the summer and attendance and participation is essential for them to learn in areas that they need assistance with.

Withdrawal

If you decide to withdraw from SET, inform the Special Needs Coordinator by written notification 10 operating days prior to the participants last day of enrollment. If written notice is not given, full, regular charges will be billed.

SET Guidance Policy

SET follows the Nurtured Heart Approach (NHA) model. The NHA is based on relationship building through positive interactions while giving less recognition to negative interactions, yet still giving a consequence for the behavior. Staff describe, in detail, all the positive choices they observe a participant making, in every day moments, as they are occurring.

Rule breaking is not something to be avoided at all costs through warnings and second chances, rather it is an important experience for the participants to have. The staff's role is not to prevent the participants from breaking rules but to demonstrate that they won't be getting energized for that choice. Rules are broken and consequences are given with little or no energy attached.

A goal of the NHA is for a participant to learn how to reset themselves. A brief, clean reset (no lectures, warnings, explanations of why, or additional consequences involved) creates the result we want in the moment, which is to get the participant to pause while breaking the rule so that we can purposefully get back to expanding their greatness.

The only time the NHA stops is when there are safety concerns - imminent danger to participants, staff, and community members. The participant's Safety Plan will be followed.

Dismissal

A SET participant may be dismissed from the program:

- when it is determined that a participant cannot meet a 1:5 staff to participant ratio because participant needs additional supports not offered by Fraser, Ltd. (such as running away from supervision, not staying with peer group, thus causing safety concerns).
- when a participant commits violent acts against another person; physical aggression escalates causing harm to self, a participant, staff member or community member.
- when a participant damages property or is involved in criminal activity during SET program hours.
- when a participant brings a weapon or uses an item as a weapon against another person causing harm during SET program hours.
- when a participant uses drugs/alcohol during SET program hours or comes to SET drunk or high.
- when continuous bullying behavior is occurring.
- when a participant has continuous refusals to participate in scheduled SET activities and events.

Dismissal from the program will be at the discretion of Program Administration.

Volunteer Camp

Fraser, Ltd. hosts a Volunteer Camp every summer. SET is incorporated into the Camp. Volunteer Camp teaches team work, acceptance and what it means to give back to our community. Camp begins at 8:30 am and runs until noon. At noon the regular SET program resumes. If a participant does not want to be involved in Volunteer Camp, then drop off time for SET is noon. SET participants ages 12 & 13 will be Campers, SET participants ages 14-21 have the opportunity to earn the role of Co-Team Leader by working toward goal completion and being a positive peer role model. The Special Needs Coordinator will send home registration forms in July.

Transportation

Fraser, Ltd. will transport participants to and from activities. A transportation authorization form must be completed upon enrollment (for minors). Participants are transported by a designated representative. The drop off time is 10:00 am and pick up is at 5:00 pm. A participant may not be transported when he/she exhibits violent behavior in the vehicle while in transit.

If a participant is not present at the time the group is scheduled to leave for an activity, parents/guardians will be responsible for transporting the participant. If an early pick up is requested, parents/guardians may be responsible for picking up the participant at a scheduled location.

Food

Every participant will be offered lunch if they are in attendance at the time the meal is served. If a participant is not present at the scheduled time, it is the parent's/legal guardian's responsibility to see that the participant has lunch. A snack is provided around 3pm. Other than a water bottle if desired, we ask that participants leave all other food and drink at home.

Dress

We encourage appropriate clothing (no revealing or inappropriate short skirts/shorts, clothing with inappropriate words, phrases, or revealing undergarments). Dress appropriately for our ever-changing weather conditions. Please bring sunscreen and bug spray. These items will be labeled with participant's name and kept over the course of program. These items will not be shared with other participants and will be returned at the end of the program. Please note that if the participant can independently administer and apply their own sunscreen or bug spray they will be expected to do so.

Please watch the weekly schedule for activities that may require additional clothing items such as swimming. Towels and shower items will not be provided. If required items are not available, the participant will not be able to take part in scheduled activity.

Personal Items

Personal items such as cell phones, iPods, iPads, DS/portable video game players, etc. are not to be brought during regular program hours. Exception may include, used for music to calm behaviors. If a participant brings such items, staff will hold them until pick up. It can become a distraction for the staff and other participants and may involve confidential information (taking pictures/video on cell phone). Purses, wallets, backpacks, books are acceptable. We are not responsible for lost or broken items.

Spending Money

SET tuition covers the cost of activity fees so participants can bring money to spend if they choose to purchase personal items on field trips and are allowed by parents/legal guardians. SET is not responsible for participant's personal money.

Life Skills Development

Skill Sets

The SET program focuses on social living and independent living skills development. Goals are set with clearly identified skills that the participant will learn from the activities. Skills are taught and practiced in community settings in relation to real life experiences. Teaching methods are: group discussions, role play, games and activities, drawing, feedback, silent reflection, reading quietly, and participants' journal to contemplate actions and discussions (*See Appendix B for life skills categories*).

Health and Safety

Medications

SET staff are trained in medication procedures and documentation. No medications will be administered unless we receive written and signed instructions from the parent/legal guardian on our medication authorization form. Parents/legal guardians are responsible to bring the daily medication for the participant in the original bottle/container, this includes over the counter medications and those prescribed by the physician. Staff cannot take instructions over the telephone to medicate a participant.

Any medication prescribed by a physician must be accompanied by the Doctor's dated instructions as to its dosage and storage, the participant's name, and the name of the medication. The first dose of a new prescribed medication **will not** be administered by SET staff. When medications are administered, it is documented on the medication authorization form.

Illness

If a participant becomes ill during program hours, the parent/legal guardian/in town emergency contact will be notified. An individual with a contagious illness, exhibiting diarrhea, an unidentified rash, or temperature of 101

degrees or higher, needs to be picked up. The participant will be cared for and given an appropriate place to rest until participant is picked up.

A participant with a contagious disease is not allowed at camp for the duration of the illness. In case of an infectious disease, such as: strep throat or pink eye, parents/legal guardians will be notified. The Special Needs Coordinator must be notified within 24 hours when a participant is diagnosed.

Incidents

All incidents will be documented on a Fraser, Ltd. Incident Report.

- If a participant displays any verbally and/or physically aggressive behavior towards another participant, community member, or staff member, their individual safety plan or SET crisis intervention plan will be followed (Appendix C). This will also result in a one day suspension from SET. Parent/legal guardian will be notified if participant receives such a loss of privileges.
- Bullying behavior will not be tolerated. If a participant bullies another person, he/she will be suspended from the program for one day. For a copy of the Anti-Bullying Policy please see the Special Needs Coordinator.

Emergency Care

Emergency information must be provided at start of program; containing pertinent information concerning the participant in case of an emergency. This includes an “in town” emergency contact.

Respect of Property

Stealing and/or causing the deliberate destruction or defacement of Fraser property or property that is being utilized for SET program is strictly prohibited by law and may result in dismissal from the program. Replacement of damaged property will be the responsibility of the participant or the participant’s parent/guardian.

Drugs/Alcohol/Weapons

Any illegal drug or an amphetamine, narcotic, or any other habit-forming drug except when prescribed by a physician is prohibited.

No SET participant will possess any quantity of any unlawful controlled substance or alcohol. For any controlled substance that is lawfully prescribed, medication authorization will be signed and noted upon enrollment or during program participation.

No SET participant will possess a weapon. A “weapon” is any firearm, whether loaded or unloaded, any device designed as a weapon or through its use, is capable of producing harm or death, or any device or instrument which is used to threaten or cause harm or death.

This type of behavior may result in dismissal from the program.

APPENDIX A

GROUP OBJECTIVES

Cooperation (working/playing and interacting in familiar places)

- Making transitions from one activity to another without wasting time or disrupting others
- Using free time in acceptable ways
- Being organized (putting materials back in their proper places)
- Following instructions from staff

Assertion (conversations and joining/volunteering)

- Making positive self-statements
- Initiating conversations with peers
- Joining activities without prompting
- Inviting others to join activities
- Using appropriate language in all environments - no swearing or threatening words

Responsibility

- Asking for help or assistance when needed
- Paying attention to the person speaking (maintaining eye contact)
- Asking permission before using other people's property
- Responding to compliments from peers

Empathy (active listening and giving positive feedback)

- Nonverbally greeting or acknowledging others
- Feeling sorry for others when bad things happen to them

Self-Control (conflict resolution, anger control)

- Accepting the success of peers without making negative comments
- Accepting peers' suggestions for group activities
- Compromising in conflict situations with others by changing ideas to reach an agreement
- Using a regular tone of voice during conflict situations
- Keeping hands to self during conflict situations

APPENDIX B

Social Living Skills

- Communication Skills (nonverbal, hearing and listening)
- Friendship Building and Being A Part Of A Group
- Feelings and Emotions (expressing your feelings)
- Self-Related Skills (caring about yourself and others, problem solving, standing up for yourself, managing conflict)
- Classroom Skills

Independent Living Skills

- Money Management
- Food Management
- Personal Appearance & Hygiene
- Health and Wellness
- Living Situations & Housekeeping
- Transportation
- Educational Planning
- Pre-employment Skills
- Employment Skills
- Emergency & Safety

APPENDIX C

SET CRISIS INTERVENTION PLAN [in reference to Fraser, Ltd. Policy # 6.3]

SET staff will respond immediately with the following, in the sequence given:

1. Prompt him verbally to “Stop.” Prompt him to do what is appropriate. This may be an indirect prompt or a question if he knows what to do and there is no safety risk. Verbal De-escalation techniques (only) will be utilized. If he complies with your request, praise him for controlling his thoughts/emotions.
2. Assess whether the problem behavior presents a safety risk for him or others.
 - a. If there is no safety risk, proceed through the process of Verbal De-escalation.
 - b. If there is some safety risk, but it isn’t likely or isn’t imminent, proceed through the Verbal De-escalation process, but continue to reevaluate the safety risk.
 - c. If there is a likely or imminent safety risk, prompt him to follow the rules of the SET program and give him a choice to go to a separate area away from his group/activities of interest - have access to a computer, magazines, etc. Staff will continue to monitor his stress – facial expressions, body language, loudness and frequency of his speech, level of agitation and movement. Staff must notify SET Program Coordinator / designee of immediate danger risks.
 - d. If he refuses to leave the situation when prompted, and if there is a significant risk of injury to others, SET staff will have the other participants leave the area or vicinity until he is able to leave or the safety risk no longer exists. If the other participants are not able to leave or be removed from the situation, and they are at significant risk of injury, then as a last resort, he may be restrained to protect his safety or the safety of others. Therapeutic Responses Through Positive Behavioral Supports Techniques will be used only – i.e., verbal de-escalation, escort, etc. Restraint will be maintained only as long as necessary to protect his safety or the safety of others. If he is hypersensitive to touch and pain, restraint will be expected to escalate his stress level even more and his ability to think, use good judgment or reason will be severely impaired. Therefore, restraint must not be used as a method to force compliance. Staff must consider history, i.e. traumatic events – abuse.
 - e. When he is calm, staff will discuss acts leading up to physical event, self-calming strategies before acts of physical aggression, effective communication methods.



Skill Enhancement Training Handbook Acknowledgement

By signing below, you are stating that you have received a copy of the Skill Enhancement Training Handbook, both parent/guardian and participant agree with the SET rules and procedures, and believe the participant is appropriate for SET.

Printed Name Parent/Legal Guardian

Parent/Legal Guardian Signature

Date

Printed Name of Participant

Participant

Date

You will be asked to sign this form prior to SET beginning.