PREPARING FOR THE RETURN HOME

Our goal is to have each child maximize needed progress in a timely manner, and resume their lives in a manner that allows them to enjoy the success they are capable of achieving.

First, is the child returning home.

Is returning home in the best interest of the child and the family?

- Peer influences
- School resources
- Transition from structured milieu
- Sufficient level of progress
- Family situation

TIMING THE RETURN:

1. Degree of progress on treatment goals and objectives
   - To what extent has child internalized changes and learning
   - How consistent has been the child’s performance
   - What needs skills has the child acquired
   - Level of child's competency in using these skills
   - What program level has the child achieved

2. Parent/child relational issues
   - What degree of trust has been (re-) established
   - Quality of communication
   - To what extent has parental pain been established
   - What have visits and other contacts been like

3. To what extent have continuing care issues been resolved
   - Educational/vocational plans
   - On-going treatment (out-patient, day treatment, individual, family, support groups, etc.)

4. To what extent is timing of return being “funding driven”

5. What additional pressures are the parents under
   - From the child
   - Own emotional needs
   - From other family members or other persons

6. To what extent have needed family preparations been completed
COMPLETING REQUIRED FAMILY PREPARATIONS:

1. How united are parents/partners
   • Rules and expectations
   • Level of trust in the child
   • Timing of return home
   • Estimation of child’s progress
   • In a divorce or separation, being united can be even more important

2. Rules and expectations established
   • In writing
   • In contract format
     • Rules are clear, in understandable terms
     • Frequency
     • How monitored
     • Consequences identified
     • Parents have right to modify
   • Child has reviewed rules/contract, given input (parents always have final veto power)
   • Child has agreed to rules/contract
   • During visits and other contacts, applicable rules/expectations have been followed

3. Any issues regarding siblings have been identified and addressed as needed
   • Siblings concerns about their space/place in the family
   • Siblings concerns about safety
   • Siblings feel any needed amends have been made

4. Practical preparations completed
   • Child’s room, cleaned/ready
   • Transportation needs
   • Family scheduled revised as needed

OTHER PREPARATIONS COMPLETED:

1. Therapy appointments

2. Arrangements for medication

3. School identified, enrollment completed
   a. Type of classes
   b. Monitoring and support
   c. Extracurricular activities

4. “Free-time” activities

5. Employment arrangements
FAMILY DECISION-MAKING

Directions: For each of the items below, identify who you believe should have decision-making authority. It is likely that there will be equitable balance.

Key:
T Teen decisions
TP Teen decision with parent input
P Parent decision
PT Parent decision with teen input
NA Does not apply to our family situation

WHO DECIDES...?

1. What clothes I wear
2. How I wear my hair
3. What music I listen to
4. When I listen to music
5. How loudly the music is played
6. Whether I smoke cigarettes
7. What friends I see
8. When I see friends
9. Whether I have a boyfriend
10. Whether I am sexually active
11. When I come home at night
12. When I go to bed
13. What food I eat
14. Whether I get a car
15. When I drive my car
16. Who pays for gas
17. Whether I drink or smoke marijuana
18. Whether I use other drugs
19. Whether I get a job
20. What kind of job I get
21. How I spend my money
22. Amount of time I spend with family
23. Whether I attend church
24. Whether I attend school
25. What school I attend
26. When I attend school
27. What classes I take
28. What grades I get in school
29. When I study
30. Whether I attend therapy
31. How often I attend therapy
32. Whether I attend AA/NA
33. How often I attend AA/NA
34. How I spend my free time
35. When discipline is used
36. What form of discipline is used
37. How clean my room is kept
38. Whether I have household chores
39. What will be my chores
40. When my chores will be completed