

Important Concepts Used at Telos RTC

Treatment Team Model

We strongly believe in the adage “It takes a community to raise a child.” Telos includes dozens of licensed professionals and trained staff that work with each boy over the course of his treatment. Coordinating our efforts and examining the student’s response and progress is a very important facet of our program.

Once a week, a team comprised of residential leadership, an academic adviser, a primary therapist, school psychiatrist, and a clinical director meet to review and discuss the status and progress of our students. This team comprises the “treatment team” of a student. It is the governing body responsible for monitoring and directing the therapeutic process at large, and receives reports from each department specifically on each young man. Each week the treatment team reviews half of our clients; thus an individual case is examined at least biweekly. Occasionally, a special treatment team meeting is held when a student shows sustained failure to progress or has an incident that compromises his fit for Telos.

During all team meetings, after the most current information regarding a student is reviewed, the team coordinates plans and goals to promote the students’ progress and then relays the essential points to all staff who work with that student. It is through this model that all our staff are made aware of the goals and challenges of each student, and how to standardize the best practices and specific approaches in working with him.



The Phase System

One of the fundamental elements of sustaining growth is to outline a clear direction and consistently evaluate progress toward a goal. At Telos, we help the students understand their progress through a milestone system called “Phases.” Similar to ‘levels’ or ‘ranks’ that are present in other programs, Telos uses the natural world as a model to help the students understand the focus of each segment of the program and how to continue to progress. The chart on the next page helps to explain each phase and the goals connected to them.

Students are given both standard and personalized assignments to complete before they qualify for a higher phase. They seek feedback from their treatment teams regarding their progress and achievement. Common goals relate to clinical issues, improving family dynamics, self-reflection, and using key academic supports to see more success in school.

	Explanation	Goals of this Phase
Earth Phase	Where the student learns about the structure and routines at Telos. He begins to make connections with peers and staff that will pave the foundation for the work he will complete for the remainder of the process. He receives orientation and instruction about the basic expectations for healthy living.	A student and his treatment team will come to a definitive understanding of what his individual treatment goals are, as well as a clear picture of the student's willingness to engage in the program.
Rain Phase	The student continues to engage in the program but begins to work on his individual treatment goals with a high degree of staff oversight and coaching. The student should be drawing strength from the structure of the program and the skills of the staff. He begins to deepen his awareness of his struggles, but also the skills needed to overcome them. The student may begin to earn expanded privileges.	A student shows that he is able to use the coaching and direction of his staff to start and practice behaviors and skills that compensate for the struggles he endured previous to coming to treatment. Both he and his parents prepare to use these skills outside Telos.
Sun Phase	The student now is expected to continue the work he has begun, but the goals are intensified and expanded. The student also now has the opportunity to do visits with his family back at home. The student no longer struggles with the basic expectations.	The student continues to practice good habits and use proactive skills with less oversight from staff while at Telos, and spends increased time with his family. The family practices these skills outside the Telos structure and begins to explore what life after Telos will include.
Growth Phase	The student successfully understands and demonstrates healthy behavior patterns that he may continue outside Telos. While he needs occasional support, he generally is self-directed in his work and can be a resource to other peers who still need positive examples and encouragement.	Students and family are proficient with the skills they need to succeed and have demonstrated such in many different scenarios. Specific plans for the student's life after Telos are refined and solidified.
Telos Phase	Positive skills and behaviors have become part of the student's way of being. He needs no outside support to continue his progress and has maintained his gains over a significant period of time.	The student has maintained his gains and has a clear plan to continue progress after the Telos experience.

Family Days

Once a quarter, parents and siblings are invited to visit the campus and participate in workshops that teach healthy skills and learn more about the change process. Parents are encouraged to meet other families who are also on the journey of change and share examples of how the skills are being applied in their lives. Each family also has an expanded family therapy session that can help to encapsulate the progress being made and determine plans for the future.

Parents are also invited to participate in recreational activities with their son and have parent-teacher conferences with the school personnel who work with their student. In the evenings, the students are often allowed to have overnight off-campus visits with their parents if they are therapeutically prepared for such.

There are many terms and concepts that you may want more information about. If you have a question, please contact a primary therapist at Telos RTC or one of the admissions professionals.