



Master Treatment Plan (MTP) Academic Goal Guide

The purpose of this document is to outline the objective and procedure for effectively of developing Academic MTP Goals for all students at Telos Academy. This should be used by a reference for all Telos Clinicians and Academic Advisers.

Master Tx Plan (MTP) Guide - Academic Goals

Vision: The MTP is the guiding document of a student's treatment. It is the roadmap that all Telos stakeholders use to measure progress & success in the decided outcomes for individual students and their families. Telos Tx Teams use the MTP as the primary roadmap for a student's treatment and evaluate performance based off these goals.

Who is responsible for creating the Academic goals for a MTP?

The primary therapists are responsible for selecting/creating MTP goals in consultation with the Academic Adviser (and Special Ed Coordinator when appropriate). These goals should be determined prior to the scheduled TX Team where the phase application is submitted by the student.

What stakeholders should be consulted and what precedence should be given to them when creating an Academic goal for a student?

Parents and teachers should be consulted; however they do not have precedence over clinicians and the academic adviser. Teachers give feedback in form of an academic wheel which is developed during Academic Collaboration meetings prior to phase consideration. When consulting parent stakeholders two approaches are generally used:

A. “Therapist as Dictator”

When parents are ignorant as to the depth of their son's pathology or disability, it is sometimes helpful to authoritatively state what our recommendations are in regards to what the student's academic focus ought to be. The clinician clearly articulates what we have observed and their plan on how Telos will address this. The parent is then asked if they have any concerns and if they are willing to narrow the scope of their academic expectations to just the items on the MTP. When consent is given, the clinician presents the plan to Tx Team.

B. “Therapist as Waiter”

Some parents have a very clear view of their son's academic profile. They come in with a wealth of expectations as to what they want their child to improve academically. The clinician's task becomes one of helping the parents see the options available and the limits of Telos so the parents can narrow their focus while choosing the goals that would align most clearly with their priorities for change. The clinician presents several options of reasonable goals to the parent and asks them for feedback on which one fits best. They remind the parents that they cannot have everything on the menu, but help them prioritize their expectations into a linear and progressive treatment plan sequence. Then, the clinician is responsible to explore feasibility of accomplishing the goal within the current limits of the Academic system. If all conditions are available, the goal is presented in Tx Team.

What is the general timeline for completing an Academic component to the tx plan?

- (Beginning of Tx) Observation and assessment generally takes 3-8 weeks for individual cases.
- (Middle of Tx) Skills Building takes several months
- (End of Tx) Maintenance phases requires at least 4-8 weeks.

How many academic goals should be included in a student's MTP?

Only one Big Ticket should be assigned to the Academic department for each MTP iteration. The goal may have up to three objectives or measured interventions that help address the primary big ticket. More components may be approved by Tx Team.

What resources are available to Tx Team to track progress of these goals?

The primary *assessments, accommodations and interventions* available to assist in develop a student's academic MTP goal at Telos Academy are as follows:

- EF Coaching
- Academic Wheel
- Academic Adviser consults/Homeroom Fridays
- Tracking Sheets
- Flex Hour
- Content Tutors (Math, English, Reading) when approved by an Academic Director
- Special Ed Teacher (for students with active IEP's and/or documented disabilities)
- Break Room
- ADHD/Processing Assessments
- EF/ADHD/Processing Scripts
- Academic Stress Management (Homework) Intervention

How does EF Coaching play into this process?

When a student is enrolled into EF Coaching, both student and coach take time to review the producer skills and identify areas of focus. The EF coach takes the lead in developing measureable goals that will require practice of the skills and show progress in their development over the course of the program. Once these are developed, the EF coach is responsible to send these goals to the primary therapist for approval and insertion into the Sun Phase MTP goal so the student can be measured against their progress.

How do we develop MTP Goals for Students with IEPs?

-IEPs are legally binding documents that must be observed and fulfill as best as possible in order for Telos Academy to maintain compliance with current laws and regulations. Often, students who have IEPs are placed by school districts who also contribute funding as well and we are obligated to report accurately student progress in the IEP goals.

During Beginning of Treatment – Observation and Assessment Phase (Earth-Rain)

*Special Ed and Clinician reviews the IEP and identifies the previously decided goals. They determine what goals we can accurately measure and adapt to the environment of Telos Academy. If the goal is not adaptable to the structure of Telos Academy, then the Special Ed Coordinator determines the principle of the goal and creates a new goal based on the initial intent of the original IEP goal(s).

*IEP goals can be generally divided into two different categories: Behavioral Goals & Academic Goals. The ways to assess present levels of these two types of goals are as follows:

-Behavioral Goals: Special Ed Coordinator conducts a focused observation of the student during Observation and Assessment. They identify visually the student's present levels. In addition, they have a short consult with the student and discuss the student's self-report of the progress he has made on this goal since the IEP was created. Teacher observation reports and ADHD/Processing assessment tools can also be used as reference points.

-Academic Goals: During the Observation and Assessment phase, the Special Ed Coordinator administers curriculum-based assessments designed to accurately assess student present levels based on their identified goals in the IEP. (i.e. if the student has a documented reading disability, an assessment is done to determine where his present reading level is)

After the Special Ed Coordinator assesses student present levels, they are responsible to meet with the student's primary therapist and communicate the findings and present recommendations for objective benchmarks the student can reach within their time at Telos. Using the Telos RTI Model (Response to Intervention) specifically identify the standard interventions and accommodations the student will need to achieve their next benchmark the student should reach during Rain Phase. For students with an IEP, this will most likely translate into choosing Academic Hard Skills the student will need to be tracked on.

During Middle of Treatment - Skills Building Phases (Rain-Sun)

Data suggests that for the most effective treatment progress, students should successfully complete the Assessment Tracking Sheet intervention consistently for at least a month previous to attaining Rain Phase. Once they are consistently completing their Assessment Tracking Sheets, they need to work with their primary therapist/Special Ed Coordinator to select Academic Hard Skills that they want to track and develop while at Telos which correlate with the student's IEP. Once selected, these hard skills must be incorporated into the MTP as measurable goals for demonstrated growth.

My student just admitted to Telos RTC. What should I do for the Earth to Rain MTP?

The student's primary therapist should select an appropriate goal from the Earth Phase MTP Goal Bank included in this guide. Reviewing the PTP, the therapist should identify the goal that aligns best with the intake orders. If the student's history is unclear or limited, select the Standard Observation and Assessment (Goal A) in the Earth Phase Goal bank. You may copy and paste these goals directly into the HQ.

While there is no need at this stage to clear the goal with the Academic Adviser or Director, please alert them at the student's first Tx Team staffing as to your selection and your rationale.

My student is well on his way to meeting his Rain-Sun MTP goals. How do I create a Sun-Growth MTP academic goal?

At this stage of a student's tx, we ought to have already identified the students primary big tickets in school (using the Academic Wheel assessments and Tx Team RFI's) and have a clearer picture of what the options are for this student post-Telos. Once a student makes Sun, you have two general pathways you can take in developing Sun Phase goals.

Sun Phase Goals for Students with Tracking Metrics

-Students who make Sun Phase and have successfully met their Assessment Tracking targets qualify for Evaluation Tracking which measures academic hard skills. Both the student and the therapist seek input from academic staff on which hard skills are recommended to develop.

All academic hard skills are included in the Academic Hard Skills Repository (hosted on the Google Drive). Only approved goals should be used. For a goal to be approved, it must be reviewed in both Clinical and Academic Collaboration meetings to ensure it is simple and concrete enough to track.

To create an Academic goal with these hard skills, simply identify which hard skill the student needs to demonstrate, the required % of the time he should demonstrate this, and the period of time he needs to sustain.

Example:

Goal: Cameron will seek to become more appropriate in class and develop a routine of being prepared. Cameron should employ the following skills in school 85% of his classes over a period of at least 4 weeks as recorded on his tracking sheet:

#1 - I bring an organized back pack to class.

#2 - I restrain the number of comments or questions I make to only 3.

#3 - I tell my teacher what they can expect from me each day.

Sun Phase Goals for Students who are not meeting Assessment Tracking Metrics

You may create a customized Sun Phase academic goal using the principles in 'Creating a customized Academic MTP Goal.' Please remember that only one goal in a student's MTP may be tied to Academics and should only include up to 3 objectives.

You may use the Rain Phase Objective Bank to see templates of reasonable objectives to include in a student's academic goal. Please confirm all objectives with the academic adviser when proposing them to Tx Team for phase advancement or before if necessary.

Creating a customized Academic MTP Goal

Primary Therapists may create customized MTP Academic Goals for any phase between Sun - Telos using the following guidelines:

All goals and interventions should pass through the following filters:

Is it possible?

Is it reasonable? (do we currently have the resources to do it)

Should we do it?

Can we do it in a sustainable way?

Available interventions and accommodations relating to an Academic Goal:

- EF Coaching
- Academic Wheel
- Academic Adviser consults/Home Room Teachers (Weekly Grade Checks)
- Tracking Metrics
- Flex Hour
- Content Tutors (Math, English, Reading) when approved by an Academic Director
- Special Ed Coordinator (when approved by the Academic Director)
- Break Room
- Academic Stress Management (Homework)

***Do not include a goal connected to any other resource of support or intervention unless approved by the Academic Director or Academic Adviser.**

Principles that make a quality Academic Goal:

1. Reasonable given the appropriate resources administered by the Academy (or AM residential)
2. Measurable in concrete terms
 - a. Things that can be measured quantitatively :
 - i. Grades (class marks and assignment scores)
 - ii. Flex Metrics (Time in flex, days attended, attendance %)
 - iii. School attendance
 - iv. Break Room Usage
 - v. Tracking metrics
 - b. Things that cannot be measured easily with data
 - i. Understanding
 - ii. Education
 - iii. Assertiveness & Advocacy ability (unless tied to a metric on a tracking sheet hard skill goal)
3. Student centered effort rather than teacher/staff-centric
4. Accomplishable in two-three months (but doesn't take just a few weeks to complete)

Remember the pattern of SMARTER goals:

- S** = *Specific*
- M** = *Measurable*
- A** = *Attainable*
- R** = *Relevant*
- T** = *Time Bound*
- E** = *Evaluated*
- R** = *Re-evaluated*

Gray Areas relating to Goal Development:

-Goals relating to scores/grades can be achieved the majority of the time, but it depends on the student's willingness and ability. While Telos accommodations are available to raise scores, no student grade can be achieved without student engagement. We cannot force student scores, but we can encourage it. In addition, please consider the fact that each academy instructor has the responsibility and authority to dictate his/her own evaluation and grading scale and are not under any requirement to adapt it to an individual student's treatment need. In short, a student may not be able to control their grades, but can control their effort.

-EF Coaching admission: While getting into EF Coaching is a quality goal, space is limited in this intervention. Clinicians should consult with EF Coaching staff previous to including this on the MTP. Students may need the help, but may not be priority cases in relation to the whole house. In cases of extreme need and approval of EF staff, a student may be required to obtain admission to the EF program as a Rain-Sun goal. In such cases, a student may be hesitant to receive this resource on his own and need due motivation to engage in this intervention. As high personal motivation is one criterion to be accepted into the EF Coaching program, an MTP requirement to be admitted would be the exception rather than the rule.

Examples of Reasonable Objectives to include in an Academic Goal:

Student must attend class ___% of the time for 4 weeks.
He may use the Break Room no more than X times a week for X weeks.
Student should have all his assignments turned in when he applies for phase.
Student should go to flex hour _____ times a week for at least _____ min (100 min max)
He will set 3 goals with his EF Coach to be completed before Growth. His EF Coach will report progress weekly through email.
Student will redo all assignments until they are at least a 70% or higher.
He will successful complete a Triathlon (availability is based on the season)
Student will meet with his adviser every 2-3 weeks for a consult and review his overall grades
Student will begin the process of investigating colleges (if available per Academic Director)
Student will take a college prep exam (ACT or SAT) by this date. *Please check with Academic Director to confirm availability and dates of the test
He will receive at least 5/6 citizenship grades of Satisfactory or better.

Checklist to use for Students with Active Individualized Education Plans (IEPs)

Admissions	Primary Therapist	Special Ed Coordinator	Academic Team	Primary Therapist & Special Ed Coord.	Primary Therapist	Ready for RAIN PHASE!
Student is admitted to Telos and a copy of the IEP is including in his intake packet. *Identifies if a student is placed by the district or privately.	Includes an MTP goal relating to Special Ed O&A in the Earth-Rain plan	Begins review of the IEP and assessment of the student's present levels. Attends a Tx Team staffing to report findings *If a student is placed by a District, then reports the IEP benchmarks that were decided in the most recent IEP meeting and any pending plans to change them.	Reports on Tx Team RFI's and generates an academic Wheel	Meets to discuss the overall prognosis for student and the needed emphasis for any IEP objectives *IEP Benchmarks need to be included in an MTP if the student is receiving FAPE through the District paying for Telos Academy	Rain-Sun MTP Goal is presented to students, parents, and Tx Team	
Admissions	Primary Therapist	Special Ed Coordinator	Academic Team	Primary Therapist & Special Ed Coord.	Primary Therapist	Ready for SUN PHASE!
	Continues to seek reports from Academic Adviser on progress of student during Rain phase	Attends Tx Team staffings for all students who have active IEPs when needed	Have a 2 nd review of the Academic Wheel for revisions	Reviews progress on Earth-Rain goals and discusses any needed revisions to these goals and those that have been achieved.	Prepares Sun-Growth MTP with needed hard skills and objectives	
Admissions	Primary Therapist	Academic Team		Primary Therapist & Special Ed Coord.	Primary Therapist	Ready for ANTHEM!
Confirms future open slot for Anthem placement	Confers with the Academic team and forecasts possible Anthem track for student.	Reviews the student's performance in the following criteria: -Class Engagement (per teacher report) -Consistency of attendance -Flexibility/Response to coaching and direction from staff -Use of supports to recover from set-backs		*If student is funded by district, they determine how benchmarks are going to be tracked and reported while at Anthem House	Sets concrete MTP goals for student to improve or maintain his performance that will qualify him for Anthem. Helps student meet them.	

Earth Phase Goal Bank

Use this document to select the appropriate MTP Goal to include for students at admission to guide their progress to Rain Phase.

Goal A	Goal B	Goal C
<p>#1: Standard Academic Observation and Assessment [Residential/Academic]</p> <p>GOAL: Staff and student will collect information about the student’s academic manner and capability and develop appropriate Rain Phase Goals.</p> <p>-Student will be oriented to the daily AM and Academic tracking measures and receive at least an 80% combined average in all metrics. He must check in for feedback no less than 40% of the time.</p> <p>- Academic staff will generate an Academic Wheel for Clinical review at least 1 week before/after applying for Rain Phase</p> <p>-Student will demonstrate effective understanding of Telos Academy supports (Break Room, Flex, etc.)</p> <p>INTERVENTION: Tracking Sheets</p>	<p>#1: Basic Academic Observation and Assessment (ADHD Emphasis) [Academic/Clinical]</p> <p>GOAL: Student will be oriented to Telos Academy structure and routines and demonstrate willingness to receive the appropriate accommodations.</p> <p>-Student will demonstrate effective use of the break room 1-8 times average a week for at least four weeks</p> <p>-Student will attend Flex Hour when assigned 80% of the time and show engaged effort at least 20 minutes each time</p> <p>-Student will be oriented to the daily AM and Academic tracking measures and receive at least an 70% combined average in all metrics. He must check in for feedback no less than 40% of the time.</p> <p>- Academic staff will complete an Academic Wheel Assessment, and a baseline ADHD assessment before student applies for Rain Phase.</p> <p>INTERVENTION: Break Room, Flex Hour</p>	<p>#1: Special Ed Academic Observation & Assessment (IEP Component) [Academic/Clinical]</p> <p>GOAL: Student will work to continue progress on his IEP goals within Telos Academy.</p> <p>-Special Ed Coordinator will meet with the student and complete the needed observations/assessments to determine present levels relating to the IEP goals.</p> <p>-Student will be oriented to the daily AM and Academic tracking measures and receive at least an 80% combined average in all metrics (except the measures of check-in and no reminders).</p> <p>-Student/Special Ed/Therapist will review and identify 1-3 possible Academic Hard Skills to be tracked during Rain Phase as well as overall objectives</p> <p>- Academic staff will generate an Academic Wheel for Clinical review at least 1 week before/after applying for Rain Phase</p> <p>INTERVENTION: Special Ed Progress Monitoring, IEP, Tracking Sheets</p>
<p><i>Use this Goal for students: who have a profile of normal academic performance or ones we have little to no information on previous to admission.</i></p>	<p><i>Use this Goal for students: who admit with a clear diagnosis of ADHD that we want to confront.</i></p>	<p><i>If a student has an active IEP when he admits to Telos, this goal must be included on his first MTP. You may add another Academic Goal if desired in this case.</i></p>

Earth Phase Goal Bank

Use this document to select the appropriate MTP Goal to include for students at admission to guide their progress to Rain Phase.

Goal D	Goal E	Goal F
<p>#1: Accelerated Academic Observation and Assessment: [Academic]</p> <p>GOAL: Student will demonstrate engagement and motivation by showing proficiency in the basic Telos Academy expectations AEB:</p> <ul style="list-style-type: none"> -Minimal absence/tardies from school and groups -Student will be oriented to the daily AM and Academic tracking measures and receive at least an 80% combined average in all metrics. Student must check-in with staff no less than 50% of the time. -Student meets with each of his teachers and seeks feedback on student strengths and possible areas to improve -Attends at least 3-5 flex periods voluntarily as reported by Academic Advisor -Meets with a school counselor and reviews credit needs in order to graduate from high school. Admin staff will develop a graduation plan and send to clinician/parents for review. - Academic staff will generate an Academic Wheel for Clinical review at least 1 week before/after applying for Rain Phase <p>INTERVENTION: Tracking Sheets, Academic Plan</p>	<p>#1: Academic Observation and Assessment (Processing Emphasis): [Academic/Clinical]</p> <p>GOAL: Student will acclimate effectively into the structure and procedures of Telos Academy. He will stabilize in his attendance and demonstrate an ability to communicate with staff when overwhelmed.</p> <ul style="list-style-type: none"> -Academy Admin will create an adjusted class schedule that is designed for low impact (student may be asked which two core classes he would prefer to take) and then the schedule is filled with elective credits and PE -Student will attend all assigned classes 80% of the time for 4 weeks. -Primary therapist will complete initial education into processing disorder and student will begin the processing module. Student will be assigned advocacy scripts to use -Student can adequately explain the available supports and accommodations available at Telos Academy (Flex, Extended Time, etc.) -Student will be oriented to the daily AM and Academic tracking measures and receive at least an 80% combined average in all metrics (except the measures of check-in and no reminders). - Academic staff will generate an Academic Wheel for Clinical review at least 1 week before/after applying for Rain Phase <p>INTERVENTION: Adjusted volume and pace</p>	<p>#1: Academic Observation Assessment Executive Functioning Track [Academic/Clinical]</p> <p>GOAL: Student's EF Dysfunction will be assessed thoroughly and student will prepare to qualify for EF Coaching by:</p> <ul style="list-style-type: none"> -Student will be oriented to the daily AM and Academic tracking measures and receive at least an 80% combined average in all metrics (except the measures of check-in and no reminders). He should check in at least 40% of the time with staff. - Academic staff will generate an Academic Wheel for Clinical review at least 1 week before/after applying for Rain Phase that focuses on observed EF Dysfunction - Student should meet with EF Coordinator and review the elements of the EF intervention and become oriented to the requirements for admission <p>INTERVENTION: Tracking sheets</p>
<p><i>Best used for students who admit as high school seniors and have minimal credit deficiency and have basic academic skills.</i></p>	<p><i>Best used with students who admit with suspected processing deficit and have demonstrated extreme stress-sensitivity in past history that includes lengthy school refusal/shut down.</i></p>	<p><i>Used for students with clear EF dysfunction in multiple areas (academic/residential). Note:</i></p>

		<i>This does not ensure a student will receive EF coaching at Sun</i>	
Goal G	Goal H	Goal I	
<p>#1: Academic Observation and Assessment with a Behavioral Emphasis [Residential/Academic]</p> <p>GOAL: Staff and teachers will collect information about the student's academic manner and capability and develop appropriate Rain Phase Goals. They will develop an individualized behavioral plan and approve it with all stakeholders.</p> <p>- Academic staff will generate an Academic Wheel for Clinical review several weeks before applying for Rain Phase</p> <p>-Primary therapist will use teacher/staff observations to develop a robust behavioral intervention that addresses the primary areas of concern</p> <p>-Student will be thoroughly educated about this plan, and to qualify for Rain Phase, he must present his plan to each staff/teacher he works with and explain how it works. He will request their assistance and if necessary do a walk through with several staff to practice it's implementation with clinical supervision.</p> <p>-Student will be oriented to the daily AM and Academic tracking measures and receive at least a 70% combined average in all metrics (except the measures of check-in and no reminders). If this baseline is not met, then the Rain Phase plan must include how it will be met going forward.</p> <p>INTERVENTION: Behavioral Intervention</p>	<p>#1:</p> <p>GOAL:</p> <p>INTERVENTION:</p> <p>SKILL:</p>	<p>#1:</p> <p>GOAL:</p> <p>INTERVENTION:</p> <p>SKILL:</p>	
Students who are young and immature, and struggle with basic school structure and/or social interactions			

Rain Phase Goal Bank

A student is ready for Rain Phase when each department completes the observation and assessment and concludes the big ticket issues and provides recommendations on how to address them. The Academic Department creates an Academic Wheel for each student prior to Rain Phase being achieved. Please use the following goal bank to identify effective MTP goals that address the following areas of concern.

Area of Concern	Effective MTP goals that will help address them
Critical Executive Dysfunction (in multiple areas)	<p>Student will investigate and prepare to apply to receive EF Coaching by completing the following:</p> <ol style="list-style-type: none"> 1. Meeting with the EF Coordinator to find out more about the EF Coaching program 2. Taking the EF assessment 3. Meeting with his Academic Adviser to receive teacher input on observed EF dysfunction (Academic Wheel) 4. Qualify for admission by high attendance and appropriate citizenship (no N scores and low UN absences)
Critical Deficits in Attention	<p>Student will learn 2-3 copings skills to assist him in maintaining focus and demonstrate the ability to use them in school upon a prompt from a teacher. (Primary therapists are responsible to assist the student in developing and choosing these skills)</p>
Critical Authority Resistance (Acute)	<p>Student will complete a behavioral intervention that targets negative behavior successfully as proscribed by primary therapist. -The student will be required to introduce this intervention to each of his academic staff (including AM Lead) who will report to the Academic Adviser that he has done so before he is awarded Rain Phase</p>
Critical Authority Resistance (General)	<p>Student will work with each teacher to <u>explore</u> the needed behavioral adjustments required to earn at least all (S) citizenship scores before receiving Rain Phase, and then earn these scores for at least 3 consecutive weeks before earning Sun Phase.</p>
Critical Learned Behavior: Avoidance	<p>Student is only allowed X number of Break Room visits per week. If needed, this goal can be tapered over time (e.g. 4 visits a week down to 2 visits per week before Sun Phase)</p>
Biology: Critical Anxiety	<p>Student will work with his clinician and teachers to identify stressors that impact his emotional regulation in the school setting. The student will be responsible to scale his anxiety and learn how to manage it better as evidenced by any of the following:</p> <ul style="list-style-type: none"> -lower scaled anxiety as tracked by the student -higher engagement in activities that cause stress (homework, tests, class activities, collaborative assignments, etc.) -more/less frequent need for the Break Room -higher attendance rates in school -increased journaling by student about these stressors and pushing through
Biology: Critical Lack of Motivation	<p>Student will work with his therapist and academic adviser to identify the appropriate incentives (negative or positive) that assist him to increase his academic performance. During Sun Phase, he will work with his parents to see if these incentives can translate or be applied into his next academic setting.</p>
Struggles with volume/pace/intensity	<p>Student will receive and effectively use a collection of the following Accommodations or Modifications as proscribed by Academic Admin:</p> <ul style="list-style-type: none"> -Academic Tutor -Increased Flex Hour Support -Modified Class Schedule
Irregular School Behavior/ Attendance	<p>Tracking goals can be set for any or all of the following:</p> <ul style="list-style-type: none"> -Being on time -Being prepared for class -Staying engaged in class -Demonstrating the four basics in class

Rain Phase Goal Bank cont.

Area of Concern	Effective MTP goals that will help address them
Projected High School Graduation from Telos	Academic Director or assigned counselor will complete an Academic Graduation plan and present this to clinicians and parents for approval. Once agreed upon, the student meets with the counselor to review this plan and discuss any concerns. *If student needs to complete a college prep exam (ACT/SAT), this is also discussed with the Academic Director
History of Homework Struggles	Academic Stress Management Intervention – Student will be assigned homework to complete and turn in at a regimented schedule (typically 2-3 times a week for two months)
Learned Behavior: Getting Behind	Student will work to have no missing assignments as reported by Academic Adviser before applying for Sun. Student will attend Flex Period at least X times per week or for X minutes to ensure they stay caught up in their work.
Biology: LD (Written Expression)	Student will work with the Special Education Coordinator to strengthen his skill set and use the needed supports to improve his physical writing abilities or effectively use assistive technology
Biology: ADHD (Restlessness)	Student will work with Academic Administration and AM staff to implement appropriate physical releases and breaks from school. Class attendance will rise to X with lower break room attendance
LB: Avoidance	Student will demonstrate increased school attendance by going to class X of the time
Processing: Stress Sensitivity	Therapist & Student will work with Academic Administration to determine which of the following would best serve -Introduction of regular self-soothing activities and techniques in the school day -Modified academic schedule (e.g. PE first or last) -Practicing Advocacy Scripts -Receiving regular Flex Hour support
Processing: Critical Rigidity	-Still in Development (continue to develop use of the processing scripts)
Biology/LB: Perfectionism/Compulsive	Still in development
LB: Manipulation	Still in development
Critical Resistance to Support	(Rigid vs Flexible Scale recommended) Still in development
LB: Low Resiliency	Still in development – Modified Schedules have worked in the past

****Please only include up to 3 objectives in a student's Academic Goal in addition to a tracking component.**

Digital Tracking Best Practices

Context: Digital Tracking was implemented in 2018 and has become a standard charting resource for all RTC and Anthem students. All enrolled Senior House and Telos U students can also easily be included into this system. The information provided by this intervention is rich, accurate and should be closely monitored and used in the development of MTP goals.

AM Metric Measures:

Up on time Bed Made Dresser Organized Cubby Organized Laundry Basket Tidy Floor Chore Done Meal Chore Done No reminders Hygiene Done Check In With Staff

*These are assessed once each morning before school. AM staff are responsible to enter accurate data and sign digitally. These measures will never change (with the exception of students in the EF Room) for the student's entire stay at Telos.

Academic Tracking Measures:

On Time	Prepared	Engaged	Cooperation	Care	Honesty	Respect	Individualized Daily Academic Goals	Check In With Staff
<i>Always Included</i>			<i>Included during Observation & Assessment and usually through Rain Phase</i>				<i>Included in Evaluation Tracking</i>	<i>Always Included</i>

*Academic staff enter this information once for each period of school during the day. With a full schedule, a student will have 5-6 teachers charting on these measures each school day. Qualitative comments are also added as appropriate.

Assessment Tracking Metric Ranges

100-90%	Represents high effort and good response to the standard supports both in AM and during School
~ 80%	Represents an area of concern that should be monitored closely
~ 70%	Represents an area of critical concern that should be addressed by the Tx Plan
Below 65%	Represents an area of pervasive concern; immediate intervention advised.

*Each Tx Team meeting, please reference the Tx Overview of a caseload or a 30 Day Average for each student. By default, the averages on these reports are for the last 30 calendar days. You can adjust the time scale as needed. The scale above was based of averages for 2018 data and could be revised.

Which Tracking Measures are generally the lowest for RTC students? Upon admission, the following categories are likely to see much lower averages for newer students: 'Needs No Reminders' & 'Student Check-In.' When a student needs lots of reminders to complete his AM routine, this should suggest evidence of a processing deficits, ADHD, or both. When paired with a low average in the basics scores in the Academy, this is usually tied to negative learned behaviors.

'Check-In' measure: This measure requires a student to initiate an interaction with staff to receive feedback about his engagement/performance. His average will likely be low at first. It is recommended that a student demonstrate some effort to check in in their AM metrics before Rain Phase is awarded. Through Rain and Sun Phases, his averages should raise significantly as we expect a student to seek support and coaching on his own. In Growth Phase however, we may want to encourage a student to check-in less frequently while still maintaining high averages for his other metrics.

'No Reminder Needed': For an ADHD or processing student this may remain lower for longer periods of time. The hope is that as a student settles into the routine, that the average will increase. Capability impacts this metric more than structure.

Students with OCD/Perfectionism

For OCD students who hyper focus on the tracking measures, and/or struggle with perfectionism, it may be helpful to employ a form of the OCD tracking sheet found hereafter. The associated MTP goal should focus on weekly completion of the tracking sheet for 1-2 months and the student learning to be flexible with ambiguity but confident in his own perception.

Digital Tracking Goal Bank

The following are sample goals that you may add to a student's MTP. It is highly recommend that you ascertain the student's capability and motivation in order to set a benchmark that will encourage him to improve upon his current performance, however setting high standards helps encourage a positive culture of engagement. Holding students accountable to the goal is critical. Please support the academic process by asking our students to meet the basic standards and challenge our residential and academic staff to be clear and precise with their reporting.

Rain Phase

-Student will meet/exceed an average of 80% tracking metrics in all AM and Academy assessment measures (except for Check-In) for 4 weeks preceding receiving Sun Phase. Student will check in with AM staff and teachers at least 60% of the time for at least 4 consecutive weeks during Rain Phase to get feedback on his performance during each morning and school classes.

-Student will visit with each of his teachers in the academy and receive written feedback as to his strengths and areas where he could improve. Using this feedback, he will identify and select up to 4 Academic Hard skills with his parents, therapist and academic adviser to begin practicing during Sun Phase.

-Student struggles with his _____ measure. He will seek feedback from his staff and teachers on how to rise to the expectation. Each Tx Team his performance will be assessed and he will show improvement by at least ____%. When he does not, he will be required to meet again with staff/academic administration to develop an improvement plan. He may either complete __ improvement plans to qualify for Sun or meet an acceptable metric average.

Sun Phase

-Student will meet/exceed an average of 85% tracking metrics in all AM and Academy assessment/evaluation measures (except for Check-In) for 4 weeks preceding receiving Growth Phase. Student will check in with teachers at least 80% of the time for at least 4 consecutive weeks to get feedback during each class period during Sun Phase.

-Student will practice at least two Academic Hard skills for 4+ weeks each and meet the benchmarks for marked improvement as set by his treatment team. He will raise his score from _____% to _____%.

-In connection with EF Coaching or Social Connections Coaching, student will identify up to 2 hard skills he can practice during class time for at least 4 consecutive weeks and show marked improvement. He will raise his score from _____% to _____% as reported on his tracking measures.

Growth Phase

-Student will meet/exceed an average of 90% tracking metrics in all AM and Academy evaluation measures (except for Check-In) for 4 weeks preceding receiving Telos Phase or transitioning to Anthem. Student will check in with teachers at least 50% of the time for at least 2 consecutive weeks to get feedback during this phase, but still maintain a high performance.

OCD – Sun Phase Personal Tracking Sheet

MTP Goal: Student will truly abandon the system of OCD, and instead rely on the systems of functionality and internal motivation.

Task: Assume personal responsibility for tracking and evaluating your efforts and school performance. Each day, rate yourself on each of the items below. At the end of each week, visit with at least one AM staff and 3+ school teachers and report your analysis. Identify 1-2 areas where you did very well, and 1-2 areas where you feel you could improve upon. Turn in your sheet each week to your therapist or adviser.

Floor Basics Scale: For your morning routine, circle the appropriate mark for your checklist. Y=Yes N=No NA=Not Applicable

Floor Basics	Mon	Tues	Wed	Thu	Explanation and Notes
Up on time	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	
Bed made	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	
Dresser organized	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	
Cubby organized	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	
Laundry basket tidy	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	
Floor Chore done	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	
Meal Chore done	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	
No reminders needed	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	
Hygiene done	Y/N/NA	Y/N/NA	Y/N/NA	Y/N/NA	
Classroom Expectations	Mon	Tues	Wed	Thu	Explanation and Notes
On Time					
Prepared					
Engaged					
The 4 Basics					
Academic Hard Skill #1					The skill I practiced: Evidence I practiced it:
Academic Hard Skill #2					The skill I practiced: Evidence I practiced it:
Academic Hard Skill #3					The skill I practiced: Evidence I practiced it:

Classroom Expectations Scale: Rate yourself on a 0-10 mark on the percentage of class time that you met this expectation.

0 = I did not meet this expectation in any classes, or during any amount of class.

5 = I met this expectation about half the time or in half my classes today.

10 = I met this expectation in every class or throughout all class time.

