

Adolescent Acute-Options Behavioral Health System

Updated 10/15

Time	Monday-Identifying Patterns	Tuesday-Problem Formation/Solution	Wednesday-Power & Control	Thursday-Trust & Respect	Friday-Healthy Communication	Saturday-Creating Change	Sunday-Healthy Relationships
7:15-8:00	Wake Up/ADL's	Wake Up/ADL's	Wake Up/ADL's	Wake Up/ADL's	Wake Up/ADL's	Wake Up/ADL's	Wake Up/ADL's
8:00-8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30-9:00	Goals Group	Goals Group	Goals Group	Goals Group	Goals Group	Goals Group	Goals Group
9:00-10:00	Structured Games	Structured Games	Structured Games	Structured Games	Structured Games	Structured Games	Structured Games
10:00-11:00	Psych Ed Group 1 MHT	Psych Ed Group 1 MHT	Psych Ed Group 1 MHT	Psych Ed Group 1 MHT	Psych Ed Group 1 MHT	Psych Ed Group 1 MHT	Psych Ed Group 1 MHT
11:00-11:30	Lunch (Boys) Activity Therapy/Gym (Girls)	Lunch (Boys) Activity Therapy/Gym (Girls)	Lunch (Boys) Activity Therapy/Gym (Girls)	Lunch (Boys) Activity Therapy/Gym (Girls)	Lunch (Boys) Activity Therapy/Gym (Girls)	Lunch (Boys) Activity Therapy/Gym (Girls)	Lunch (Boys) Activity Therapy/Gym (Girls)
11:30-12:00	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)
12:00-12:30	Lunch (Girls) Activity Therapy/Gym (Boys)	Lunch Activity Therapy/Gym (Boys)	Lunch Activity Therapy/Gym (Boys)	Lunch Activity Therapy/Gym (Boys)	Lunch Activity Therapy/Gym (Boys)	Lunch Activity Therapy/Gym (Boys)	Lunch Activity Therapy/Gym (Boys)
12:30-1:00	Quiet Time/Phone	Quiet Time/Phone	Quiet Time/Phone	Quiet Time/Phone	Quiet Time/Phone	Process Group-Therapist	Process Group-Therapist
1:00-2:00	Process Group-Therapist	Process Group-Therapist	Process Group-Therapist	Process Group-Therapist	Process Group-Therapist	Handbook assignments	Discharge Planning or Pt Led group
2:00-2:30	Personal Assignments/ Journaling/ Handbook assignments	Discharge Planning-Pt and Tech Led	Personal Assignments/ Journaling/ Handbook Assignments	Discharge Planning-Pt and Tech Led	Personal Assignments/ Journaling/ Handbook Assignments	Discharge Planning-Pt and Tech Led	Personal Assignments/ Journaling/ Handbook Assignments
2:30-3:30	Psych Ed Group 2-MHT	Psych Ed Group 2-MHT	Psych Ed Group 2-mht	Psych Ed Group 2-MHT	Psych Ed Group 2 MHT	Psych Ed Group 2-MHT	Psych Ed Group 2 MHT
3:30-4:00	Personal Assignments/ Journaling/Handbook assignments	Discharge Planning-Pt and Tech Led	Personal Assignments/ Journaling/ Handbook	Discharge Planning-Pt and Tech Led	Personal Assignments/ Journaling/ Handbook	Discharge Planning-Pt and Tech Led	Personal Assignments/ Journaling/ Handbook

			Assignments		Assignments		Assignments
4:00-4:30	Dinner (Boys) Activity Therapy/Gym (Girls)	Dinner (Boys) Activity Therapy/Gym (Girls)	Dinner (Boys) Activity Therapy/Gym (Girls)	Dinner (Boys) Activity Therapy/Gym (Girls)	Dinner (Boys) Activity Therapy/Gym (Girls)	Dinner (Boys) Activity Therapy/Gym (Girls)	Dinner (Boys) Activity Therapy/Gym (Girls)
4:30-5:00	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)	Activity Therapy/Gym (Boys and Girls separate)
5:00-5:30	Dinner (Girls) Activity Therapy/Gym (Boys)	Dinner (Girls) Activity Therapy/Gym (Boys)	Dinner (Girls) Activity Therapy/Gym (Boys)	Dinner (Girls) Activity Therapy/Gym (Boys)	Dinner (Girls) Activity Therapy/Gym (Boys)	Dinner (Girls) Activity Therapy/Gym (Boys)	Dinner (Girls) Activity Therapy/Gym (Boys)
5:30-6:30	Psych Ed 3-MHT	Psych Ed 3-MHT	Psych Ed 3-MHT	Psych Ed 3-MHT	Psych Ed 3-MHT	Psych Ed 3-MHT	Psych Ed 3-MHT
6:30-7:30	Showers/Phone Calls	Visitation>Showers/ Phone Calls	Showers/Phone Calls	Visitation>Showers/ Phone Calls	Showers/Phone Calls	Visitation>Showers/ Phone Calls	Visitation>Showers/ Phone Calls
7:30-8:30	Reading/Journaling/ Quit/Relax/Hygiene/ ADL's	Reading/Journaling/ Quit/Relax>Showers/ ADL's	Reading/Journaling/ Quit/Relax/Hygiene/ ADL's	Reading/Journaling/ Quit/Relax>Showers/ ADL's	Reading/Journaling/ Quit/Relax/Hygiene/ ADL's	Reading/Journaling/ Quit/Relax>Showers/ ADL's	Reading/Journaling/ Quit/Relax>Showers/ ADL's
8:30-9:00	Goals Review	Goals Review	Goals Review	Goals Review	Goals Review	Goals Review	Goals Review
9:00-9:30	Bedtime/ Lights Out	Bedtime/ Lights Out	Bedtime/ Lights Out	Bedtime/ Lights Out	Bedtime/ Lights Out	Bedtime/ Lights Out	Bedtime/ Lights Out

Number of Groups-

MHT-2-5

Therapist-1

Activity Therapist-2

Patient Run-0-3

- Goals Group-these should be done and written in a common area so everyone can review and remind themselves of what they are working on that day. Use the dry boards in the group room or day room. There should be no more than 2 goals, and each must be measurable (no "have a good day") and active (remove any "don'ts"-challenge them to see what they will do). If they give you vague things, ask them "how will you make that happen?" A way to help them identify goals is to ask these 2 questions
 - What are you doing today? (group sessions, rec, maybe family therapy)
 - What can you do to make it better? (volunteer two times in each group, ask mom questions about rules instead of arguing)
- Quiet time-this does NOT mean silence or must stay on bed. They may choose to speak quietly to their roommates, read, or even play cards with their roommate or by self. No pens, pencils, markers or crayons, so no journaling. If they choose to rest or nap that is fine, but it should be a time to reflect and refocus, not time for staff to get things done and them to wait. QUIET TIME SHOULD NEVER BE LONGER THAN 30 MINUTES
- Structured Games-board games, card games, but must be games that involve interaction with one another. You can make euchre tournaments, any board games, Uno or other card games. You want to see them interact with one another and learn about teamwork, gamesmanship and fair competition.
- Personal Assignments/Journaling/Homework-done in group room not their rooms (no writing utensils in rooms, remember?). Help those with actual homework if they need it, provide journaling ideas or questions, and for those with assignments from the therapist let them work on those. You may also use assignments from the handbook to help get folks engaged. No TV, but you may play music quietly as long as it is not distracting.
- Discharge planning-focus on what will be different for them once they leave. Those who may be leaving soon should be leading, discussing what they learned and how that will make them different outside of the facility. Ask what has changed in the family, and how this will help create differences in their life. What will they do when faced with the same problem the next time? Those who are newer can discuss what they must do before they are discharged or what they want to learn before they leave. Challenge those close to discharge to discuss what was helpful and what they still need, to help those newer ones find things that can help them. Some group materials can be used.

6. Showers-Should be done at night in shifts. Those who are not showering may be in their rooms or in their doorways working on things, playing cards, reading or talking quietly. If they are in the hallway they may work on written materials. If you can split the group so that half are showering and the other half are in the group room with phone times and such, do so. It will reduce the agitation that occurs when folks feel "locked up" in their rooms.
7. Goals review-Ask if they achieved their goal and if their interventions worked. Ask the group to help review, to see where they were successful and if their change achieved the goal they wanted (everything we do has a purpose, such as if "I only spoke when spoken to" was designed to keep them out of trouble, did it work? What did it cost them and what did they gain? Let each of them review and ask peers to support and encourage as well as challenge discrepancies between what they said and what really happened.