

Liahona Academy

Where Today's Struggles Become Tomorrow Strengths

Our Mission

Liahona Academy is Therapeutic Boarding School for Boys. We serve boys of Junior High and High School, ages 12-17. Located in Southern Utah, Liahona Academy was developed to help teens that are headed down a destructive path. Problems with depression, drugs, alcohol, academic difficulties, poor social skills, ADD, ADHD, problems with authority, and teens who are following their own path regardless of who they are hurting – these are a few of our areas of expertise.

Providing teens with the tools they need to reach the potential they possess is the main objective of Liahona Academy. Parents often realize that something must be done to change their son's present course. In many instances, intervention in a controlled environment becomes essential. Without a controlled environment, any attempt to intervene becomes invalid by influences of outside sources. Liahona Academy provides boys with the social skills, strength, and confidence they need to reject negative influences.

Therapy:

Therapy is an effective element that we utilize to accomplish our overall design to help students build inner strength, overcome behavioral problems, develop good communication and problem solving skills.

Individual Therapy is provided to help boys recognize greater insight into their behavior and give them an opportunity to establish a relationship of trust with their Counselor. In this private environment, boys are able to sort out issues that may be too difficult for them to reveal to others in a group environment. Group Therapy includes leadership training groups, special interest groups, anger management, drug abuse treatment, educational lectures, victim awareness groups, and positive peer groups. Family Therapy Sessions are offered at the transitional point of the Program, when a student is nearing the time of returning home so there are no residual issues that are not resolved

Programs

Liahona Academy provides a well-structured program that includes the following:

- Individualized Academic Instruction
- Individual & Group Therapy – (with Licensed Therapists)
- Personal Development Course & Seminars
- Daily Behavior Evaluations
- Daily Physical Fitness (nutritional education & fitness training)
- Weekly Leadership Training Workshops
- Group Activities – hiking, waterskiing, swimming, fishing, and camping within Southern Utah at Zion National Park.
- Vocational Training – (which also includes entrepreneurial education with the opportunity to start their own business when eligibility is earned)
- Weekly Service Projects among the Local Community, Elderly Home & Animal Shelter.
- Boy Scouts of America – Helping to guide students toward achievements, awards and becoming an Eagle Scout.



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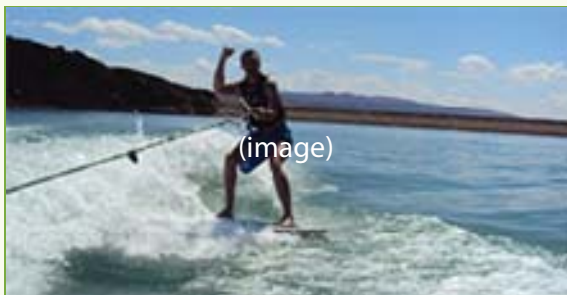
Academics:

Liahona Academy's accredited academic program and fully licensed teaching staff provides your child with a positive learning environment. Our curriculum is designed to allow students to advance at their own pace neither hindering their development nor allowing them to advance before they are ready. The Academy has a reputation for accommodating a wide variety of learning styles by using various teaching strategies from room study to hands on learning.



Transportation:

Liahona Academy's in-house staff and affiliated resources can help you with the hardest step in your child's recovery, getting him to the treatment facility. We are experts at safely picking up and transporting your child from your home, or current residence to Liahona Academy. Let Liahona Academy make this process a smooth transition



Amenities:

Liahona Academy is located in a serene valley at the foot of Zion Canyon. We are committed to making your child's recovery experience as pleasant as possible. Choosing Utah's beauty and remote location allows your child to completely settle into the structure of the program. It also puts your child far from the temptations of the outside world and the closeness of home with its conveniences.

Your child will be housed in a controlled environment promoting family style living and values. Three square meals will be served a day by our nutrition specialist, so you don't have to worry about your child's health.



Follow up Programs:

Making sure your child has been rehabilitated is our foremost concern. Our staff will continue to be in contact with your family over the phone and through written correspondence to insure that consistent recovery is achieved through the critical time after your child comes home.



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YOUR CHILD'S ARRIVAL AT LIAHONA ACADEMY

Perhaps you are asking yourself, "What happens now with my youth during his time at Liahona Academy?" You're not alone...your son is probably asking the same question. We want to assure you that your son is in good care, and that any feelings of loss, sadness, or uncertainty are perfectly normal -- even expected. We know of the love and concern you have for your son. We admire your decision to demonstrate your love by offering him the opportunity to remember, learn, or re-learn the lessons of life that are crucial to your his progress toward becoming a responsible, healthy adult.

THE GRIEVING PROCESS

You and your son may be experiencing parallel emotions regarding loss. You feel as though you have lost a very significant part of your life, namely, your child. Your child feels that family, friends, and familiarity have all been lost to being "stuck in the middle of the desert in Nowhere, Utah." Understanding the grieving process associated with such loss, as outlined here, is a wonderful beginning for knowing what your son might be experiencing. It may also be a useful tool for understanding your own experience with these changes. The predictable phases of grieving, though they tend to follow a generally typical course, may not necessarily happen in perfect order. Your son may bounce between the phases. He may even appear to skip a phase. Generally, your child will experience the phases on a small level during the first month at Liahona Academy, and on a larger level throughout the entire program. As you read the examples, you will recognize your son in the statements.

1. Shock and Denial

The first phase is shock and denial. In the first phase, your child may immediately demonstrate a "fight or flight, violence or silence" response. He may become compliant and polite, and may seem to be "OK" with the new experience, or he may respond with immediate defiance and resistance. Your child may say he is the "exception" to the program, and may deny the extent of his problems. Most of the communication from your child during the first few weeks to months is very likely to demonstrate the "Shock and Denial" phase.

Common Statements:

- "My problems aren't as bad as those of the other kids here."
- "My problems weren't bad enough to deserve this."
- "I'll be home for (significant upcoming event)."
- "I can't believe I'm in the desert."
- "I don't need to be here."

2. Rage and Anger

The second phase is rage and anger. Once your youth realizes the "honeymoon is over" and that the move to Liahona Academy is real, anger sets in. Often, this is a period when you as a parents -- as well as staff members, and possibly peers -- seem to become the target of hostility. Rage and anger may often be the theme of your child's communication anywhere from one to four months into the program, and possibly longer.

Common Statements:

- "I can't believe you did this to me."
- "You messed up my life."
- "You can't handle me."
- "This program sucks."
- "I hate the staff here."
- "I hate you."

3. Bargaining

The third phase is bargaining. After the rage and anger subside, your youth begins to realize that anger will not produce the desired outcome of returning home. Anger will not restore the loss, so attempts are made to restore what was lost.

Bargaining consists of any attempt, other than working through the loss, made by your child to “get back” what was lost. Generally, your son will become extremely compliant and will make convincing promises to be the best child any parent ever had. Tears may accompany the large promises, and you may feel your “heart-strings” being tugged. In place of, or in addition to the words, some youth may make attempts to regain the loss in their own way. These attempts may include running away, trying to get to a phone, feigning a sickness or injury, or speaking extremely negatively of the program. Each of these behaviors is likely an attempt to bargain with the parents or to negotiate being returned home. Blatant negotiation attempts will likely occur within the first months. As the months pass, the bargaining may become increasingly subtle and more difficult to notice.

Your best means of identifying your youth’s bargaining with you is to assess your own response, in addition to being aware of what your youth is communicating. If you feel your youth has “arrived” and is ready to come home, the chances are highly likely that your son is presenting information consistent with returning home. Your son has progressed; *however*, he needs to complete the entire process.

Common Statements:

“How can I work on my relationship with my parents if I’m here?”

“I won’t use drugs anymore.”

“I’ll let you know everywhere I am going.”

“This program is not what you thought it was.”

“I’ve learned everything I need from this program.”

“I will prove you all wrong.”

4. Depression

When negotiation attempts fail, reality kicks in and offers an unwanted, but necessary, wake-up call. Your son may become sad, and feelings of helplessness and hopelessness may take over. Interest in activities may diminish, feelings of loneliness may increase, and tears may flow honestly. This phase is generally an “emotionally honest” phase where “true colors” emerge. This time may be difficult for you to sit back and observe as your son struggles through the growth process. A powerful time of introspection and self-evaluation, this phase is essential for preparing the youth for the transition home.

Common Statements:

“This is hard.”

“I am sad.”

“I miss home.”

“I didn’t realize how good I had it at home.”

“I didn’t realize how much I care about you.”

“I love you so much.”

5. Acceptance

After the depression, your son becomes accepting of the new environment and the changes that have taken place. With that acceptance, your son begins to advance his personal work within the program, rather than spending time fighting against the program. Your son then begins to accept his time and begins to plan accordingly. He seems more fully able to recognize the need to be at Liahona Academy. The former months of turmoil settle, and your son begins to actively seek change and progress. This is where powerful, life-altering change really begins to occur.

Common Statements:

“I know it will be hard, but I feel ready for it.”

“I know you sent me here because you care about me.”

“Thank you for sending me here.”

“I’m going to miss this place and the people here.”

While these are general guidelines, it is important to be open to the possibility that your son may extend one phase of the grieving process longer than would “normally” be expected. For example, your son may spend many weeks trying to plot and plan special tactics to get out of the program. Your son may sit with the depression for a longer period of time. Or, he will prefer being angry rather than progressing. Typically, Level 1 allows your son to work through the basics of the grieving process.

As a parent, the best thing you can do for your son in the beginning is to allow him to experience the entire grieving process without disruption or enablement. When you do not respond to “please and promises”, do not consider yourself cruel or insensitive. In fact, you are giving your son the opportunity to strengthen himself and to stand on his own. Each child is required to use emotional muscles that have not been exercised in a long time, if ever. The growth process will begin when he is able to face the grieving process.

It’s important to note that the process is not always “linear”. That means that the student will not always follow the steps as outlined. Some students will skip a step, and then go back to it later. Some students will make progress, then begin moving backward through the steps. Some will realize that the staff and therapist want to see acceptance, so they show acceptance of what is happening when they really don’t feel it. The process is complicated. That’s why we employ the therapist to guide the youth through this difficult time.

COMMITTING TO YOUR CHILD'S SUCCESS

The most important predictor of your child's success at Liahona Academy is your own commitment to program completion. What does that mean? It means that parents who are totally committed to having their child complete the program and who follow through with that commitment will experience significantly better results in long-term change in behavior and a reduced likelihood of reverting to the old behavior. Our program is proven effective, when the program is followed closely and when the parents support it completely.

One pitfall in particular we would like to warn you about is what we call the "my child is fixed" mindset. Please consider:

The child has been in the program for four to six months and is doing well. Progress from where the child started has been significant. The child is well aware of what he should be doing and is doing it most of the time. They are also aware of why he was put into the program, and of what progress is necessary to leave. At that point, the child begins playing the game – putting on the best behavior, making all the right promises, sharing all the right experiences, explaining in a very logical and believable way that he is completely reformed and should be taken home.

This is tempting because the child, in almost all cases, has indeed made significant progress and is in fact doing very well. However, change occurs on several levels. First, change occurs because someone or something demands it. Second, change occurs because the person recognizes that as he makes the change, good things happen. That is where most youth are when the, "my child is fixed" situation occurs. The problem is that when the youth goes home and the structure of the program is removed, the motivation to continue the change is gone, and the youth goes back to the way things were before.

Long-term change occurs when the child has made good choices because good things happen, and somewhere along the way, realizes the new way of doing this is actually the way he prefers doing them.

For example: Let's say that you demand the child clean the kitchen. The child will do it, whether out of fear or respect. That is the first reason most people change. Let's assume, further, that you tell the child, "I'll let you use the car on Friday if you clean the kitchen." That's easy. The kitchen is clean in no time. But if in the early stages you remove the "carrot" (in this case the car), no cleaning gets done. However, let's assume that you have been providing the car for several months. At some point (different for each child), the child decides that, even if you aren't providing the car, he truly likes how the kitchen looks when it's clean. At that point, the real long-term change has occurred. From that point forward, the kitchen (and by extension, the bedroom, the living room, etc.) will be cleaned regularly, because the youth has realized that he just "feels" better having a tidy environment.

Removing a child from the program before this final step on the road to change almost ensures failure. The child is not emotionally ready to face the challenges of the outside environment until this final level of change has been achieved. For this reason, we can't recommend strongly enough that you commit to allowing your child the opportunity to complete the program and to realize the full benefit of participation.

For your child to make maximum progress in the program, it is imperative that parents support the program and the program support the parents. Students are masters at the “divide and conquer” a.k.a. manipulation. They will often try to divide us by telling us what terrible parents you have been and telling you what a terrible program we are. As long as we support each other, students have one less excuse not to progress in the program.

There are times when parents become frustrated with the lack of progress in their son’s behavior or overall progress in the program. In the past, we have seen students effectively manipulate their parents through tactics similar to this. Often, a student employing this mindset thinks that perhaps his lack of progress will “un-motivate” his parents to continue funding his stay here and that he will have to either “cut a deal” or return home by default. It is imperative that this battle be won by the parents. Staying confident in your letters with constant reminding that you will not waver or falter can expedite the resolution of this manipulation tactic.

Our staff represents the parents and they provide structure and stability for the youth while at Liahona. This structure is focused on the “small things” that the students accomplish such as getting in bed on time, cleaning up after their meals, and doing their chores. The continued effort by you as parents must be maintained or these expectations that are set by the staff go to waste.

In order for our staff and management to be fully effective, we request that upon receipt of the parent packet, you do the following:

1. Send your student a letter indicating your commitment to the precepts of the program and your commitment to seeing him finish the entire program. You must indicate that nothing short of complete participation in and graduation from the program will be acceptable. Until the student receives this indication from you, he will be more focused on doing whatever it takes to “get out”, trusting in your weakness and lack of commitment, rather than focusing on working through the program. Please don’t allow precarious time to slip away. Write that letter today.
2. Commit today to making sure the student knows you support the Liahona staff and management. It is perfectly okay to air your questions and concerns to the staff and management. In fact, we encourage it. But if your son thinks you are weak or wavering in your commitment, tremendous setbacks in his progress can and will occur.

How long has it been since your child began something as difficult as this? Perhaps this will be the toughest thing he will ever do. Commit to giving your son every opportunity to succeed by showing unwavering support for what we are trying to accomplish here at Liahona Academy. I hope this has been helpful, and please always refer back to all the steps.

Liahona Academy
Measurement
Level System

Basic Structure of Communication and the Daily Points System upon arrival of Student:

Case Manager: Each student is assigned a Case Manager.

- Your Case Manager is your direct link between you and your parents.
- Your Case Manager will relay any positive recommendations from your parents if they feel your progress is in good standing to move on, along with you Case Managers input as well as the rest of your Treatment Team.
- Staff will grade you through the Daily Points System. You can earn up to 4 points a day (depending on behavior). Points may be taken away according to the “Disciplinary Stages,” and staff discretion for negative behavior, essays, etc.
- Your Case Manager, through the previous point system mentioned, will grade each assignment and responsibility given and reward you according to exceptional behavior.
- You must earn 240 points to be eligible to move on to the 2nd Level.
- Opportunities to earn points are given according to positive behavior, cooperation, school participation, daily evaluations, attendance, completion of each seminar and how well you follow and keep the rules.
- There are 5 Levels that you must strive to complete during your time of treatment at Liahona Academy.

Level 1- The Starting Degree

(0-240 Points) –Estimated Time: **2 ½ to 3 Months** (could be longer as it is based on the student’s individual behavior)

Muscle Building Activities at 6:00 a.m. for Level 1 Monday thru Friday
Morning run is required every morning Monday thru Friday

Restrictions for Level 1:

- Some Privileges.
- Must always ask permission so the staff are aware of your “comings and goings.”
 - Always accompanied by staff or an upper level student.
 - Last in line for most events.
 - Movies or music privileges are exceptions based on good behavior.
 - No Phone Privileges until you are ready to transition to Level 2.
 - No communication (CBO- Communication Block Out) with other students unless supervised by staff to ensure that content is clean and uplifting for all students involved.
 - Bed time at 8:30 a.m.

As soon as you have **earned 240 points** and have the **approval of your Treatment Team**, you will be asked to study the material provided by your therapist and transition to **Level 2**.

(To earn these advancement points you must: participate with a positive attitude in all you do, follow the rules, treat your staff with respect and help clean up after meals and activities.)

Level 2- Stepping Up

(240-480 Points)- Estimated Time: 2½ Months (could be longer as it is based on the student's individual behavior)

Muscle Building Activities at 6:00 a.m. for Level 2 Monday thru Thursday.

Morning run is required every morning Monday thru Friday.

Privileges & Restrictions for Level 2:

-Eligible for off campus activities. Off campus activities include a weekly activity on Thursday, Service Projects, Therapy hikes and special activities otherwise undefined. They are earned each week.

-Level 1 restrictions and rules still apply with the exception of some additional privileges (to be explained).

-Eating arrangements go according to levels and points, also according to what current consequences you may have pending.

-You have gained enough trust to speak with Level 2 student's or higher. You are not allowed to talk to Level 1's without a staff present as they are still working to gain the trust of speaking with others appropriately (i.e. not using profanity or sharing "war stories")

-You will be next in line for everything, behind the higher level students.

-You have earned the privilege to participate in movie night. (Movie night is every Friday night.)

-Bedtime at 9:00 p.m.; exceptions will be made for movie nights.

-You are now able to participate in therapy calls over the phone. Therapy calls are with your parents and therapist for 45 minutes to an hour every other week.

-You will be expected to prepare in Level 2 to have a visit with your parents. This visit will be planned after (and only after) the Treatment Team feel that you have successfully and completely transitioned into Level 2.

-Possibility of a 3 day visit towards the end of this Level.

Level 2 Seminar: "Applications to Life"

In order to move on to **Level 3**, you must successfully complete the "**Applications to Life**" seminar and earn **480 points** along with the approval for your entire **Treatment Team**.

Levels 2 & 3 are to show an example in following the rules of the program. Therefore, where more is earned as far as your advancement in the program goes, more will be expected in your ability to follow the rules of the program. The consequences could be enhanced dependant upon the staff's discretion.

(To earn advancement points you should: complete your Daily Evaluations, help to set a positive example for the lower levels, maintain positive behavior and follow the rules.)

Level 3- Trust

(480-720 Points)- Estimated Time: 2½ Months (could be longer as it is based on the student's individual behavior)

Muscle Building Activities at 6:00 a.m. for Level 3 Monday thru Wednesday.

Morning run is required every morning Monday thru Friday.

Privileges and Restrictions for Level 3:

- All off campus activities with the staff when approved by the Treatment Team.
- Continue the family therapy calls with the therapist every other week.
- Has the ability to help staff in the kitchen area.
- Holds a status over the lower levels.
- Additional 3 day visit is granted at some point in this level.
- You will be exposed to more leadership opportunities in preparation of Level's 4 & 5.
- More frequently selected for service projects as well as other off campus activities of a similar nature.
- Bedtime at 9:30 p.m.

Level 3 Seminar: "Accountability and Responsibility"

By reaching Level 3, you have proven that you are willing to put forth the effort in making positive changes. At this point, you have attained more trust, and with more trust come more privileges. Although Family Leaders may be chosen at any level according to progress and behavior, level 3 is usually where positions of responsibility and the privileges will be awarded.

The Family Leader is the head of the group, always the motivator, and the most compliant. The Assistant Family Leader is the Family Leaders supporter and acts in his stead should he be off campus or otherwise absent. These two residents are considered to be the most trusted in the family.

(To earn advancement points you should be: setting a positive example, uplifting the vibe among others, motivate others, encourage your peers to do well, follow all pre-existing rules that you have mastered thus far, write you Daily Evaluations, and work hard for you next advancement.)

Level 4- Walking Alone

(720-960 Points)- Estimated Time: 2½ Months (could be longer as it is based on the student's individual behavior)

Muscle Building Activities at 6:00 a.m. for Level 4 on Monday and Tuesday.

Morning run is required every morning Monday thru Friday.

Privileges and Restrictions for Level 4:

- Selected for virtually all off campus activities with Staff.
- Continue the family therapy calls with the therapist every other week.
- You are able to give out Phase 1 and 2 disciplinary actions.
- Leadership Development and Training.
- Able to help staff with most duties.
- Most approved privileges are granted (Appropriateness is determined by staff, Supervisors and your Treatment Team).
- You may help with staff meetings.
- You may hold upper level meetings to determine weaknesses in the facility.
- Able to participate in extra off campus activity days with the other upper levels (This is in addition to the typical off campus activity held on Thursdays).
- Prepare and execute one or both of your home visits during this portion of treatment.
- Bedtime 9:30 p.m.

Level 4 Seminar: "Developing Leadership Traits"

At this point, you have passed all of the previous seminars. You have proven to your Treatment Team that you are willing to go above and beyond in making positive changes. You are one of the most trusted by the staff and you should now focus on your own leadership traits as well as the application thereof.

You should be striving to gain recommendations and earn the approval of your Treatment Team in order to begin the transition for home in the latter portion of this level.

(To earn advancement points you should: help staff with meetings, set the best example in the program, help other lower level students to do the best they can, reach goals that are set in your Daily Evaluations and most importantly, continue to be a positive example.)

Level 5- On My Way

(960-1,200 Points)- Estimated Time: 2½ Months (could be longer as it is based on the student's individual behavior)

Muscle Building Activities at 6:00 a.m. is required for Level 5 on Monday only.

Morning run is required every morning Monday thru Friday.

Privileges and Restrictions for Level 5:

- You are now the most trusted in the facility.
- Always the first in line for anything and everything.
- Viewed similarly as the staff on shift.
- Able to help the staff with everything including “disciplinary actions” with other students.
- You must continue to ask for everything.
- Able to do almost anything that is appropriate and approved of by the Administrators.
- Organize and participate in upper level activity days (Additional to the weekly off campus activity held on Thursdays.).

Level 5 is simple. You have worked very hard to get here and in the process you have consistently shown that you have a true desire to make positive changes in your life. During this period, you should work on preparing to go home. Make sure that everything you do is good and that you are still setting an example for everyone. Help out the staff and give advice when it is appropriate.

-Transition-

To enter into **Transition**, you must first earn the approval of your Treatment Team. Once eligibility is reached, you will begin **Transition**. **Transition** is a part of Level 5. Once **Transition** is completed, Level 5 is completed.

Transition should be viewed as a healing process. A Home Agreement Contract is often made and signed and a list of rules and agreements between you and your parents is formed.

Motivations of Change

There are three forms of motivation for why the students are making the right choices and abandoning the wrong ones. The **first form of motivation is because they are fearful of the consequences**. The students will typically enter the program and utilize this form of motivation until they reach Levels 2 & 3. At that point, they tend to enter the **second form of motivation. They begin to hope for the rewards of making the right choice**. In the final stages of their treatment, they enter the **third form of motivation and begin making right choices because it is the right choice**. While they still maintain the previous forms of motivation, the simplicity in making right decision because it is the right thing to do is where they should be at this point.

Student Daily Schedule

Monday-Friday

6:00am	Arise and prepare for muscle building exercises.
7:00am	Make beds, get dressed, prepare for the morning run.
7:30am	Morning Run
8:30am	Breakfast
9:00am	Therapy Groups
10:00am	Facility Group
11:00am	Service Projects/Gym (Level 2 and up)
12:30pm	Quiet Time
1:30pm	Lunch
2:00pm	School Starts
6:00pm	School ends and Showers begin. (Sequenced by levels. Upper levels are first. Free time while students wait for shower and snacks.)
7:00pm	Dinner
8:00pm	Movie night for Level 2's and up. (Occurs on Friday night only) Level 1's in room. Students use this time to write their Daily Evaluations and free time.
8:30pm	Level 1's in room/Lights out at 9:00pm
9:00pm	Level 2's in room w/ lights out.
9:30pm	Level 3's in room w/ lights out.
10:00pm	Levels 4 and 5 in room w/ lights out.

Saturday

9:00am	Wake up, Breakfast
9:30am	Clean up, Make Beds and write daily goals
10:00am	PE Time
11:30am	Clean the facility. (Bathrooms, bedrooms, windows, baseboards, floor sweep and mop, organize everything.)
12:30pm	Free Time (Basketball, Football, Record-Breaking Running, Cards, Board Games etc.)
2:00pm	Lunch
2:30pm	Quiet Time
4:00pm	Free Time (Basketball, Football, Record-Breaking Running, Cards, Board Games etc.)
6:00pm	Start Showers
7:00pm	Dinner
7:30pm	Positive Group/Facility
8:00pm	From 8:00pm and beyond the schedules are the same as the weekdays.

***Sundays** are similar to Saturdays with extra time for letter writing throughout the day.

All schedules are subject to change based upon the Administrations discretion.

Liahona Academy's Disciplinary Stages

Liahona Academy Disciplinary Stages:

Each disciplinary stage is broken up into levels that we refer to as “**Phases**.” There are four **(4) Phases** of consequences for violations of **Liahona Academy** rules. Staff will give as many warnings as they can until they feel that discipline is required. Usually you will receive one **warning** before an essay or disciplinary action is taken.

Depending on which rule is broken, residents will be in violation of a certain **Phase**; and depending on which **Phase** they are non-compliant to, a resident could be **dropped a “Level,” lose points** and privileges depending on the severity of the problem, and disciplinary actions taken.

For each **Phase** of consequences you receive, you will also be assigned an essay, due within 24 hours of the incident. The essay should be about what happened, how you reacted, what you could have done better, what you will do next time, etc.

When an incident occurs and nobody admits to it, the entire group may be disciplined, lose points, and/or receive an essay however; this is rare.

As previously stated, there are many disciplinary actions that can be used depending on the severity. Blatant disrespect and/or cussing toward staff will always result in Suspension. Suspension is a loss of all activities and privileges with confinement in your room or in most cases, the commons area where the staff may observe your behavior 24/7.

Because Suspension is designated for those individuals that are not choosing to follow the rules, being disruptive, fighting or aggressive behavior, or suicide risks, we reserve the right to require that they not watch the comings and goings of the other staff and students. Because they are higher risk students when on Suspension, we know that they are more likely to act out if they see an opportunity to do so. By having them sit in a position where they can’t see when a staff or students might be paying attention elsewhere, it helps to prevent the ideation of poor choices and acting out. If a Suspension student is seen looking around and paying attention to where staff are, it is a very clear sign for the staff that said individual may be contemplating a negative choice, in which case, they can give attention and priority to that particular student.

All such decisions are granted release by the Treatment Team made up of your Case Manager, Therapist, Head School Master, Supervisory Staff, your Parents and the Program Director.

Saturday and Sunday do not count as Suspension days even though you may work on those days. This is dependant on staff discretion.

You may be restricted in your room (**Isolation**) and/or lose trust for rule violations. Duration is determined by the seriousness of the violation. **Rules and consequences may be altered** or added upon at staff discretion within reason and in accordance of Liahona Academy Policies and Procedures. Violations will be assigned to each “**Phase**” as follows:

Phase 1

A **300 word essay** and results in loss of Activities for **24 hours**

Discipline for Rule Violations for Phase 1

- Basic warnings**, without being in violation of any existing phase.
- If you continue to get warnings over the same situation, it will lead to a Phase 2.
- Cussing** (Whether you correct yourself or not.)
- Students involved in **sneaky behavior**.
- Disrespect** toward staff. (Talking back)
- Not **following Staff** directions.
- Breaking CBO** (Communication Block Out)
- Staff Shopping** (1st violation)
- Cheating** on the weekly quote.
- Not on time** for meals, school, activities, group, etc.
- No daily goals, daily evaluations, or Journal.
- Dirty room or bathroom**.
- Lack of manners** (Burping or passing gas during inappropriate times.)

It is possible to attain a discipline for rules not directly listed.

Rules may be changed or added upon at anytime by staff in accordance to the Staff Employee Handbook and Liahona Academy Policies and Procedures.

Phase 2

A **600 word essay** and results in loss of activities for **2 days**.

Discipline for Rule Violations for Phase 2

- Failure to follow** staff instructions.
- Out of area** without being accompanied by the appropriate supervision.
- Impermissible **privilege violation** (Doing anything that is a privilege which doesn't pertain to your level).
- Noncompliance** with staff.
- Failure to immediately **go to your room** when told.
- Disruptive behavior** in your room after bedtime.
- Inappropriate language**.
- Sharing or talking about negative activities or the reason why you are in the program with other residents.
- Disrespectful** and prejudicial comments (name calling, disrespect to a race or religion, etc.).
- Arguing** with staff.
- Disrespectful** or inattentive behavior during guest speakers or seminars.
- Disruptions during school or seminars.
- Attempting to intimidate other residents or staff.
- Going in another resident's room without permission.
- Staff shopping** and manipulation. (Asking a different staff member something when you have already been told no)- (2nd Violation)
- Play fighting.
- Any violation of Room **Rules, Meal Rules, and Courtyard Rules**.

It is possible to attain a discipline for rules not directly listed.

Rules may be changed or added upon at anytime by staff in accordance to the Staff Employee Handbook and Liahona Academy Policies and Procedures.

Phase 3

A **1500 word essay** and may result in a **Level drop** as well as possible time on **Suspension**. Suspension is similar to Isolation but usually involves cleaning and extra chores.

Discipline for Rule Violations for Phase 3

- Refusal toward staff request for compliance.**
- Assaultive behavior** toward other residents.
- Assaultive behavior** toward staff (Threats to staff or staffs family, throwing things at staff, spitting at staff, physically assaulting staff, etc.).
- Talk of escape.**
- Blatant cussing.**
- Talk of rioting.**
- Self-mutilation** of any kind (Tattooing, piercing, scratching, cutting, ripping fingernails, biting fingernails, etc.).
- Threatening** or “calling on” another **resident**.
- Threatening** or “calling on” **staff**.
- Swearing**, raising voice at staff or other residents.
- Clogging the toilet** and/or flooding your bathroom.
- Physical contact** of any kind with staff or other residents.

Length of Suspension is dependant upon your Treatment Team as well as your behavior once the consequence has been administered.

It is possible to attain a discipline for rules not directly listed.

Rules may be changed or added upon at anytime by staff in accordance to the Staff Employee Handbook and Liahona Academy Policies and Procedures.

Phase 4

A **3,500 word essay** and may result in a **drop to Level 1** as well as possible **Suspension**.

Discipline for Rule Violations for Phase 3

- Possession of **pornography**.
- Drugs** or Drug paraphernalia.
- Weapons or contraband** of any kind.
- Attempted escape**.
- Masturbation**.
- Sexual harassment**.
- Destruction of property**.
- Attempted suicide**
- Completely **out of control** (Either **verbally, physically** or both).
- When you become a danger to yourself, others or your surroundings.
- Behavior resulting in a **restraint**.

Length of Suspension is dependant upon your Treatment Team as well as your behavior once the consequence has been administered.

It is possible to attain a discipline for rules not directly listed.

Rules may be changed or added upon at anytime by staff in accordance to the Staff Employee Handbook and Liahona Academy Policies and Procedures.

General Rules

Room Rules

- No food, toothbrushes, combs, etc.** in your rooms unless you are a Level 3 or higher (Unless you are in your room for Isolation).
- No games, pens, pencils or shoes in your room.** Pens and pencils may be used but not kept in the room to prevent vandalism and/or tagging. They will be stored in your hygiene box.
- Always make your bed** before leaving your room or coming out to group.
- Keep the **floor** and the **shelves clean** in your room. All laundry should be kept in your laundry basket.
- Always **keep your shoes locked up** in the shoes cabinet at all times.
- Ask for anything you need** before you go to your room for the night.
- Level 2's or higher may quietly talk** to your roommates when in your room. Do not talk or yell across the hallway to other residents. This privilege can be taken away.
- Room searches may take place at any time.

Meal Rules

- Be quiet and appropriate.** Level 2's or higher may talk until they receive their food.
- Wait** to be called up and excused from the table after eating to prevent "traffic jams" in the kitchen area.
- Help clean up following meals.
- Highest levels are served first and the following students are served in order.
- Lack of Manners** (burping, passing gas) will result in a Phase 1 violation.

Courtyard Rules

- Use gym equipment appropriately** (Don't: throw balls against the or over the walls, kick basketballs or volleyballs, or throw them at another person unless the activity calls for it).
- Participate fully** in gym activities unless excused by staff, the nurse, or a doctor.
- If you don't plan to participate and are excused, **stay in your room.**
- Do not interact with anyone who may be on the outside of the facility grounds.**

It is possible to attain a discipline for rules not directly listed.

Suspension: Additional Information

In the past, we have indeed encountered many students who use Suspension as a means of manipulation with their parents. Many students will claim that they are being mistreated by being placed in a chair and told that they may not roam free in a facility where they have chosen to not follow the structure and rules to the point that they are a disruption to the lives of the other students and their progression to get back to their families.

A few things to consider:

-Other programs would normally dismiss this type of student and expel him from their facility however; we identify that this is the very intention of many of these young boys who are acting out. They have learned that they can get kicked out of institutions in hopes that they will eventually be placed somewhere that is more in line with what they would like to do. We have chosen to not kick students out of our program, rather, when they act out in ways that show such defiance, we try to help them see that they are getting further IN to the program. This usually helps them see that their old manipulation tactics aren't working and we can begin the program with them sooner, rather than later.

-It is understandable that parents struggle with the idea that their child may be asked to sit in a chair until he is willing to not be disruptive. In past experiences, we have asked those parents to present us with a better solution that can teach their child that acting out will not be tolerated while simultaneously not interfering with the lives of the many other students whose families are sacrificing to have their child in an environment that is conducive to change. As can be expected, this has proven to be the best possible consequence.

-The length of time that a student spends on Suspension is completely up to them. The only requirement we have for a student to get taken off of Suspension is that they show their intention with their actions rather than using manipulative promises and speech to demonstrate their intentions. Once a student has demonstrated that he is willing to follow the simplest of rules that apply to Suspension, we can better estimate that they ready to follow the more complex rules of the regular treatment facility life.

-If a student spends multiple days or even weeks on Suspension, it is often because of the following:

They are in a power struggle with their therapist or the staff. If this is the case, standing our ground will eventually lead to them admitting defeat. After all, they are the uncomfortable ones.

They are in a power struggle with their parents and trying to prove to mom and dad that they will not do the program so what is the use in funding it. Again, if this is the case, standing your ground will eventually lead to them admitting defeat. After all, they are the uncomfortable ones.

They are resistant to change and it takes them longer to understand that they will not be enabled by lowered standards.

-A student on Suspension is still participating in all of the necessary functions of treatment but they are under more supervision and staff escorted while under this consequence.

-They still attend therapy and facility groups.

-They still get physical fitness time.

-In most cases, they can still work on school though they may not be permitted to attend class if they are disruptive still.

-The only real variations to their program are:

-In the Commons Area where they can be monitored and not be disruptive or a negative influence on their roommates.

-They receive less desirable meals while the students who work hard and follow the rules get more enjoyable menu items. (same caloric values just different meal)

-They don't get to enjoy free time activities with the rest of the students because they can't be trusted to not influence the other students in a negative way.

-They don't go off campus because they can't be trusted to not try to flee the program.

-They aren't permitted to roam the facility with their peers because they are disruptive or negative or pose a threat.

-Suspension is something that many students will encounter at some point but it is a useful tool to help a student come to the realization that they need to make changes and that their usual mode of operations will no longer get them by. Additionally, it is also a great tool to ensure that your child will not be subjected to the negative and disruptive students while he is working hard and making changes. It serves a dual purpose and again, it will only last as long as an individual refuses to follow the rules and structure of the program.

Dates, Timelines, Plans & Road Maps: All of which are program spoilers.

In our years of service in the field of treatment with teenagers, we have found that the students who encounter the hardest adjustment to the program often have their own ideas about topics such as: their length of stay, how much money their parents have to spare, whether or not they need to graduate the entire program, and things of a similar nature.

In conversing at length with these students, we have discovered that all of our strugglers have been informed of “the plan” that their parents have for them. Everything from when a parent may be financially empty to when a parent would like their son back. In some cases there have been a number of hints dropped about when a semester starts at home and what the parents would like their son to have accomplished scholastically in his final stages of the program. Deals were sometimes made prior to enrolling and even more were made while the parents were alone with the students on visits.

All of these examples have had an overwhelmingly negative effect on the treatment process. This undermines the program and creates a prolonged stay for the students for many reasons.

The more your son knows about the length of his stay here, the less likely he is to achieve the most. The youth that are struggling have been informed of time frames that are crippling their drive to achieve more than is expected. They have the tendency to bide their time and wait for their “plan” to fulfill itself. In our experience it has only affected their program for the worse.

In therapy, the fact that information was shared is not stunning but it typically comes with the disclaimer, “My parents told me not to say anything so please don’t tell them I told you.” This creates a triangle of opposition and the program is no longer on the same team as the parents. Our main objective is to work together with the parents in an effort to help the child achieve what we all know and hope he is capable of being.

Once a youth gains this knowledge, they put their own ideas and plans above the programs. Their therapist, case manager and the directors are now seen as “out of the loop” and the youth feel as though they have more power and knowledge concerning what is best for them at this time. This creates a very difficult dynamic as we have been dealing in the field of treatment for many years and have the experience to make the most educated judgment calls that you are paying for.

Often it is with well intentions that parents discuss these topics with an effort to help the student get the most of his remaining time here. That being said, a looming date is a distraction your son will not be able to manage easily. It will ultimately make it more difficult to master his program and get the most from his remaining time here.

In the past we have not been able to graduate students who have taken the approach of waiting things out and just merely staying out of trouble. While they may be well behaved, those are the initial goals that we set with the students upon arrival. If they are communicating with their parents, this means they have progressed passed those goals of good behavior and now is the time for these youth to be *pro-active*. Now is the time for them to surge above whatever expectations we as parents and counselors have for them.

Please parents, remember, if we have not informed the students of their visits, exit dates, or plans concerning their future, it is because we have had experience with the after effects that follow.

Parents, I urge you to keep these matters private during your son’s treatment process. Thank you all for your support in this matter thus allowing us to continue with your son’s most expeditious progress.

Sincerely,

Parker B. Haslam
Program Director

Home Letter Writing Rules for Students

Letters are only written on Sunday.

All Letters you write will go directly to your parents for them to pass on to friends or family.

Communication with your loved ones has been strained at this point in your life, for this reason, we do not initiate phone calls until you have learned to properly communicate again. Emotions have driven your communications recently and it is now time to learn the skill of separating emotion and responding in conversation with logics and positive sentiments.

When writing home to your parents, family and friends, please remember that this is a time for you to learn how to communicate appropriately in a situation where you have time to calculate these emotions and then correspond logically. This does not mean that it is a time for you to manipulate. Most students will attempt to manipulate their parents in the letters they forge during their first few weeks here, it is much better for you to begin the process of appropriate communication now rather than later. This is a time to share, not a time to scare.

Things you should not mention:

- Any persons names, whether residents or people you may have met while in the residence of Liahona Academy.
- Disciplinary actions or stages you may receive or are currently in. It has been made apparent that the temptation to play the “Victim Stance” (a Thinking Error) has proven too strong therefore your Case Manager will relay these things to your parents.
- Population of residents in the program.
- Reasons for why another resident is in Liahona Academy.
- Any incidents that you are not involved in. No war stories, lying or manipulation.
- Anything that is untrue in order to gain pity from parents or family.
- Do not ask your parents to send anything that is not approved by your Case Manager.

Triangulation: The act of trying to get people on your side by blatantly lying or lying by omission is a form of triangulation. Another form of Triangulation is when an individual plays people off of each other to get their own way.

For example: Setting your parents against the program, or the program against your parents in an attempt to appear as though you are innocently mistreated. **Triangulation will not be tolerated.**

Remember that your Case Manager keeps close contact with your parents and family. It is important that your letters coincide with the reports your Case Manager relays to them.

Things you should write about in your letters are:

- Let your parents know the progress you are making.
- Fun activities that you were able to participate in within the last week.
- Things you have learned.
- Therapy- You should be sending your work home to them.
- Your points and Level work.
- The best way to show your parents that you are making changes is to be HONEST and TRUE.

Letter Writing Tips for Parents

Letters from home can come from the parents only in the first three weeks of treatment. As your son gets settled in, his Case Manager will inform you when it is time for additional family members to start writing.

Letters from friends may be accepted in the latter stages of the program however, you as parents will select which friends he may be allowed to communicate with. We rely on your judgment in character for this option.

In your communication through letters to your son, there are a few pitfalls. Some of which are obvious and others that are of a more subtle nature. To avoid unnecessary distractions in your son's therapeutic progress, please consider the following suggestions:

- Be honest with your feelings in regards to his actions but be careful to mention sentiments that might expose weaknesses for him to manipulate. (i.e. "Dear Son, I just sit and cry because I miss you so much. I want you home and battle the guilt I have for sending you there every moment of the day".)
- Be careful to share information regarding past acquaintances, girlfriends and/or friends. This information can be very distracting and while it is certain that your child will petition you for news about these people, it should always be met with your refusal to discuss other people at this time. Remind your son that now is a time to focus on what and who really matters. Family.
- Do not mention dates of visits
- Do not mention timelines for length of stay in the program.
- Do not make deals with your son. (i.e. If you get caught up in school and are doing good, I will come pick you up.)
- Refer to document: **Dates, Timelines, Plans & Road Maps: All of which are program spoilers.**
- In your son's letters, he will request certain items be sent to him. Do not send everything he asks for and always clear it with the Case Manager. This is one of the ways your son will test your enablement.
- Be hesitant to share major events that could cause a distraction in his focus. If there is big news coming in a letter, be sure to advise the Case Manager so the Treatment Team can be aware of any possible emotional response.

Generally speaking, communicating with the Case Manager is essential to playing it safe. As time goes on, your son progresses and his emotions and ability to focus become more stable. These guidelines serve as a great help to the parents during the early stages when his situation is more volatile.

Thank you for your willingness to comply with these suggestions. We are certain it will help all parties included in this process.

Dearest Parents and/or Guardians,

I want you to have this list of “Thinking Errors” so that you can get familiar with the “lingo” your son will probably start using. The thinking errors are somewhat self explanatory however; there are a lot of them. I wanted to send you the basic concept that your child is already learning.

Even as adults we still experience thinking errors. The youth that enter the program tend to have a substantial amount, hence they are now here. We never really rid ourselves of the thinking errors however; we learn to manage them as we mature.

Your son is embarking on a three step process that will endure the majority of his time here. First step is to learn the thinking errors. After he has mastered them, he will then discover which of these are found most prevalent within his own thought process. While this takes time, he will eventually find his weak points and this will usher him into the third step of the process. In this final step, he will learn to manage his thinking errors. Obviously, this will be the longest step as it will last most of his life.

I would like for you to go through this packet and mark the thinking errors that you perceive to be issues with your son. This will come in handy when he gets to Level 2 and the phone conversations begin in therapy. You can also show your son that you are on the same page as the program so as to avert any ideas he may have concerning the all too often exhibited behavior of manipulation.

Thanks again for all your support and have a great week. Know that your son is in good hands and that we are here to help him with these initial stages of the program.

Kind Regards,

Parker B. Haslam
Program Director

Thinking Errors

Victim Stance

A position you take when you are held accountable for your actions. You take the stance that you are not responsible for your actions because you are the victim. Generally speaking, you believe that when something goes wrong in your life, someone or something else is to blame. The world does not give him what he thinks he is entitled to, so he views himself as poorly treated and thus a victim.

Triangulation

The act of trying to get people on your side by lying or through lying by omission is a form of triangulation. Another form of Triangulation is when an individual plays people off of each other to get their own way.

Entitlement

This is a thinking error based in one's victim stance. Specifically, you believe that since you have suffered (Victim Stance) you are entitled to be paid back in life. You think that life should be easy for you. You think that you do not have to put forth any effort because, "life owes me". Entitlement is frequently an excuse that leads to acting out behavior, e.g. "Because _____ happened, I am entitled to do _____".

Zero State

This is a periodic experience of oneself as being nothing, "a zero", a feeling of absolute worthlessness, hopelessness, and futility. It has three components: 1- Viewing oneself as worthless; 2- Transparency, you think everyone knows that you are worthless; 3- Permanence, you think the experience will never end. When in a zero state, a person will try to get out of it by using other thinking errors and dysfunctional behavior, i.e. power thrusts (getting over physically or psychologically on others), acting out, suicide threats, using drugs and alcohol or other criminal behavior.

Power and Control

You expect to control others. You have an expectation to have power and to be in control of people and situations. Since you are special, you think others should obey you and you do not have to obey others. You have the right to control others; they do not have the right to make demands on you. Power flows in one direction, from you. You can use power and control to escape from Zero State by using power thrusts (getting over physically or psychologically on others), lying, manipulating, or any other dysfunctional action that gives you the illusion of power and control.

Lack of Empathy

Lack of empathy is the failure to understand or consider how your behaviors affect other people. You do not demonstrate a consistent pattern of selfless care and concern for other people. This thinking error can be associated with Victim Stance. One often thinks or believes that they are the real victim and the only one deserving empathy. Furthermore, since your needs are not met, you have the right to do whatever is necessary to get your needs met. If other people get hurt in the process of your needs getting met, "it is not a big deal".

Sentimentality

Sentimentality is the thinking error that allows us to care about other people when it makes you feel better about yourself. Sentimentality is very superficial. People who are sentimental often excessively express their concern for their mothers, old people, the environment, invalids, animals, etc. Such thoughts are used to contradict evidence of one's self interest and selfish behavior. Empathy is often turned off as soon as it ceases to be self-rewarding. It does not change their behavior about victimizing others.

Denial

Denial is a defense mechanism which is used to protect us from painful aspects of ourselves, other people and reality. Denial can be conscious. The truth or reality of a situation is disregarded or twisted so that it is no longer unpleasant, painful, or incriminating.

Grandiosity

Grandiosity is the thinking error that you are superior to other people, despite evidence to the contrary. Often, people who are grandiose will believe that they are superior to others and have the right to decide which rules of society apply to them and which may be disregarded. To be considered like others is a blow to our self concept.

Super Optimism

This thinking error is used when we take for granted or assume that things will work out for us. This thinking error allows us to believe that an assumption is an accomplishment or fact. In your mind, a good idea is as good as real. If someone tells you "maybe", it is a definite.

Resentment

You hold on to real or imaginary pain that other people and situations have caused you. Past insults and injuries are collected and eventually turn into anger and rage. The more resentment you have, the more you justify acting out. Once you have collected enough resentment, it is traded in for a relapse, blow up, an attack or any other kind of acting out. Resentments reinforce one's Victim Stance.

I Can't

This is the belief that one is not capable of doing a specific task. This can be refusing to act or refusing to take responsibility for not acting. Specifically, the person says "I can't" to express the refusal to act. When saying "I can't", you attempt to make it known that you are not capable of doing something and thus should be left alone.

Closed Channel

The closed channel is a thinking error that gives you permission to avoid open communication by not listening, not disclosing, or not being receptive to criticism. The person using the Closed Channel thinking error is connected to one's grandiosity and perfectionism. Specifically, "Because I am unique, I do not have to listen to what other people have to say". Furthermore, "Since I am perfect, I do not have to examine my own values, beliefs or behaviors".

Perfectionism

Perfectionism is the belief that one is totally competent in specific areas of their life. Some people take it to the extreme by believing that they are perfect in all areas of their lives. If you do not succeed then it is someone else's fault. Sometimes, the thinking error is expressed by not acting because one is afraid of failure. However, it is more often expressed by day dreaming about the great things you will accomplish one day. Because you think you are perfect, you demand that same thing from others. They are or will be the best. (Never that they will do their best).

Externalizing Blame

Externalizing blame is the thinking error that allows you to put responsibilities outside yourself. Since you believe that you are better than everyone else, anything that goes wrong is not your fault. You are the master at blaming events and people for your mistakes.

Justification

Justification is a method for excusing one's behavior. Justification is often used negatively as an excuse or rationalization. At times, the justification being used is based on a previous situation or event. For example, "Because of _____, I am justified in doing _____". It is a thinking error that is connected to Victim Stance.

Awfulizing

This thinking error allows you to believe that things are unbearable when they do not go your way. Anything which takes effort or must be endured is viewed as awful. Once an event or task is viewed as "awful", then you have the right to not endure and to act out on your discomfort.

Procrastination

We use this thinking error to endlessly put things off until later. This thinking error allows you to obsess about what might have happened if you took various courses of action without ever having to take a risk or put forth any effort. This thinking error allows us to develop the habit of deferring at minor routine responsibilities of life such as paying a bill, writing a letter, filling out a form.

Avoidance

When using this thinking error, we believe that it is easier to avoid the difficulties of life rather than deal with them. Avoidance is a way out of responsibility and obligations without having to say "I will not be responsible".

Black and White Thinking

This thinking error is used when we view things in extremes. Situations are seen as black or white, all or nothing, good or bad. You never feel ambivalent or see the shades of gray in situations.

Reading and Assuming

This thinking error allows you to believe that you know what other people think and feel about you. You assume that what they think is always negative. When you use this thinking error you discount the positive things that others tell you about yourself.

Fortune Telling

When using this thinking error, we believe that we have the ability of looking into the future. We believe in our ability to foresee events, which are usually bad. Often, we are not open to any evidence or belief that disputes or disproves our view of the outcome.

Get Backs

The most basic form of this thinking error has revenge as a motive. Somebody does something to you that you perceive as hurtful and this gives you the justification to do it to them. On a deeper level, this thinking error follows an incident where you perceive that someone took your power from you and you are justified to do what you feel is necessary to get revenge and thereby get your power back.

Failure to Endure Adversity or "The Give Ups"

Central to this thinking error is the belief that "things should not be this hard or difficult for me". This thinking error is frequently used when a person encounters frustration and adversity. For example, when trying something difficult or new (i.e. coping behavior) a person will give up or throw up their hands proclaiming, "It's too difficult". Instead of "sticking with it", a person uses this thinking error as a justification to give up.

Lack of Time Perspective

This thinking error involves a poor and unrealistic concept of time. The past and the future are not considered before you act. Central to this thinking error are the concepts of: Immediacy (I want this right now), Impatience (You become desperate and angry when your needs are not met immediately), and Impulsivity (Feeling compelled to act without regard for the consequences).

Shifting Blame

This is the tendency to place responsibility for the outcome of events on other people and situations rather than on yourself. Responsibility is something that is seen to be outside oneself. Anything that goes wrong is not your fault. For example, "She made me do it" and "It's not my fault".

Lying by Omission

Central to this thinking error is the failure to provide complete information. Keeping essential information a secret; either by omitting it or answering a question in the narrowest context possible is considered lying by omission.

Expectation of Trust

Central to this thinking error is the operational concept that you never trust anyone completely, but you expect to be completely trusted. You trust people only so far as it serves your purpose. If someone is really trustworthy, they will enable you. If they disappoint or disagree with you, they are not trustworthy. Often you get indignant when people tell you that you are not worthy of their trust.

Binocular Trick

You magnify the importance of events or positive qualities connected to other people but minimize your own attributes and/or achievements. You use this thinking error to reinforce old beliefs to awfulize your circumstances so that you can play the Victim and reinforce your own internalized shame.

King Baby

Central to this thinking error is the belief or behavior that allows you to interact with others based on the belief "I want what I want, when I want it, and I don't care who I hurt to get it because my needs are greater".

Minimization

Central to this thinking error is reducing the severity of an action or situation by the way you choose to perceive it. When using this thinking error, a person will make things "look smaller" or less troublesome than they really are.

Super Masculinity

Central to this thinking error is an exaggerated or over blown concept of one's masculinity. A person often believes that in order to be a man, he must be "macho" or tough. Effort is put into looking and acting like a "tough guy". One often feels that he needs to be on top or the king of the hill. If not, the person in question will perceive himself to be worthless, nothing, or "not a man".

Lack of a Concept of Injury to Others

You do not stop to think how your actions harm others (except physically). You have no concept of hurting others feelings or emotional anguish.

Failure to Put Himself in the Place of Others

You have little or no empathy unless it is to con someone. You do not consider the impact of your behavior to others.

Refusal to Accept Obligation

You do not see something as an obligation to begin with. You do that which you want and ignore the obligatory.

Power Tactics

This thinking error is used when you try to overcome someone in any struggle. You enjoy fighting for power for its own sake (the issue may be secondary). A “high” for you is overcoming and dominating people.

Personalization

You see yourself as the cause of negative external events for which, in fact, you had no responsibility.

Love, Approval and Respect

This is the belief that it is an absolute necessity to have the love and respect of everyone – even people you do not like! Everyone must idolize you or your self worth is zero. If people do not freely offer their love or respect, you have the right to get it by manipulation or force. If it is impossible for you to get what you need, then you have the right to act out in any way you want. People’s love for you should be unconditional however, you have the right to choose whom you will love and under what conditions.

Ownership

This is the belief that if you want a person or an object you have a right to claim it as yours. A person or an object should belong to you if you want it. Because you are special, you should not have to work to earn objects. Similarly, because you are special, you should not have to do anything to earn a relationship with a person. If you have a relationship with a person then you own them and they should do everything you want them to do. If a person disobeys you, you have the right to punish them. A further extension of ownership has to do with ideas. If you own a person, they should only think what you want them to.

Confession

This thinking error states that the acknowledgment of wrongdoing does not result in a person’s changing. In fact, it may be used to avoid change. He may think that reporting his violations makes them acceptable. In other words, to confess is to impress. It is a common pattern for him to admit to some wrongdoings for which he has already been caught, show some dramatic understanding or “insight” as to why he did this act, and then completely escape the accountability for what he did, and instead be complimented on his insight and “progress”.

Discounting and Filtering

Paying a lot of attention to negative events, neglecting positive experiences, or rejecting positive experiences by saying they don’t count or mean anything.

Should Statements

These are very strict rules you set for yourself and others. They work against self-acceptance and accepting others. Often guilt is associated with should statements you apply to yourself, and anger/resentment is connected with should statements you apply to others.