

Fairfield Academy Program Description

2007 Revision

**Fairfield Academy
7860 Pleasantville Road
Thornville, Ohio 43076
1 (800) 536-9040**

The Purpose of the Fairfield Academy Program

Fairfield Academy is a learning facility for teenage boys with developmental learning problems who have engaged in inappropriate sexual behavior or any form of hurtful behavior towards others or themselves. At Fairfield Academy a resident is expected to accept responsibility for his behavior, develop skills to learn how to think, feel, and act in ways that reduce the risk of future inappropriate and hurtful behavior. By changing the beliefs and attitudes, a resident will learn to live as a pro-social member of his community.

Fairfield Academy intends to meet this purpose by addressing the following treatment goals outlined by the National Task Force on Sexual Offending for those residents that present with issues specific to sexual offending:

1. Acceptance of responsibility for behavior without minimization or externalizing blame;
2. Identification of a pattern or cycle of abusive behavior;
3. Interruption of cycle behavior before abusive occurs and control of behavior;
4. Resolution of victimization in the history of the abusive youth (i.e., sexual abuse, sexual trauma, physical abuse, emotional abuse, abandonment, rejection and loss, etc.);
5. Development of victim awareness/empathy to a point where potential victims are seen as people rather than objects;
6. Development of an internal sense of mastery and control;
7. Understanding the role of sexual arousal in sexually abusive behavior;
8. Developing positive sexual fantasy;
9. Understanding the consequences of offending behavior for the self, the victim and their families in addition to developing victim empathy;
10. Identification (and remediation to the extent possible) of family issues or dysfunctions which support or trigger offending: attachment disorders and boundary problems in families;
11. Identification of cognitive distortions, irrational thinking or thinking errors which support or trigger offending;
12. Identification and expression of feelings;
13. Development of pro-social relationships with peers;
14. Development of realistic levels of trust in relating to adults;
15. Management of addictive/compulsive qualities contributing to reinforcement of deviancy;
16. Remediation of developmental delays/development of competent psychological health skills;
17. Resolution of substance abuse and/or gang involvement;
18. Reconciliation of cross-cultural issues;
19. Management of concurrent psychiatric disorders;
20. Remediation of skill deficits which interfere with successful functioning;
21. Development of relapse prevention strategies; and
22. Restitution/reparation to victims and community.

For those placed at Fairfield Academy for behaviors that have been primarily hurtful to others or themselves the treatment approach differs only slightly. The goal of their treatment continues to be primarily the acceptance of responsibility for their actions, identifying the effects their behaviors have had on others as well as themselves, identifying cognitive distortion, and developing skills to correct these distortions.

Studies conducted in the 80's and 90's identified major factors in social and personality functioning with these residents that must be addressed in their treatment process. Andrews and Bonta (1994) have identified "promising intermediate targets" for these residents programming:

1. Changing antisocial attitudes;
2. Changing antisocial feelings;
3. Reducing antisocial peer associations;
4. Promoting familial affection/communication;
5. Promoting familial monitoring and supervision;
6. Promoting identification/association with anticriminal role models;
7. Increasing self control, self management and problem solving skills;
8. Replacing the skills of lying, stealing and aggression with more pro-social alternatives; and
9. Reducing chemical dependencies.

The Role and Responsibility of Family in the Care and Treatment of Their Child in Residence at Fairfield Academy

Family members can be an important part of treatment. Family members can help their child change. To help their child learn through the Fairfield Academy program, family members are expected to do the following:

1. Keep in contact with their child through letters and weekly phone calls.
2. Visit their child as much as the rules of the program allow.
3. Tell their child you love and care about him.
4. Come to the meetings to review their child's progress.
5. Tell and show their child what you expect of him during the change process.
6. Tell and show their child that you expect him to follow the rules of the program.
7. Hold their child accountable for his own behavior.
8. Ask questions of the Fairfield Academy staff when they do not understand something.
9. Be a good role model for their child.
10. Learn about their child's treatment and use this information to both praise and confront their child.

Sometimes family members can make change harder for their child. The following are some things that family members should *not* do:

1. Do not tell their child that he has not engaged in inappropriate behavior.
2. Do not blame others for the choices that their child makes.
3. Do not help their child avoid consequences for his choices.
4. Do not try to bend or break Fairfield Academy's rules.
5. Do not give their child excuses for his choices.
6. Do not make promises to their child that they cannot keep.
7. Do not put their child in the middle of family disagreements.
8. Do not try to buy their child's love or forgiveness for placing him at Fairfield Academy.

- 9. Do not give up on their child.

FAIRFIELD ACADEMY HOUSE RULES

House rules are given so that residents know what is expected of them in the facility. These rules are meant to be helpful in teaching residents what society expects from them when they return to live in the community.

Supervision rules are meant to protect the safety and personal boundaries of everyone.

A. Supervision

- 1. All residents are to participate in group and program activities. They must be with their group leader at all times.
- 2. Residents must follow all requirements when a CODE RED is called.
- 3. Residents who leave Fairfield Academy property without permission may be considered out of place or absent without leave and may lose privileges and/or be discharged.
- 4. Residents may not enter another resident's room without staff.
- 5. Toilet breaks are limited to 5 minutes and showers are limited to 10 minutes. Time starts as soon as the resident walks into the restroom. Residents must be monitored by staff standing or sitting outside the restroom and they must be able to see into the sink area.
- 6. Residents must stay in their own room after lights out and during in room time. Standing in the doorway talking to staff or peers is not allowed.
- 7. Residents are not allowed in any general staff areas.
- 8. Residents are not allowed into offices or medication room unless accompanied by a staff member for therapeutic reasons.

Physical contact and sexual behavior rules describe appropriate social behavior in an attempt to prevent future offending behavior

B. Physical Contact/Sexual Behavior

- 1. No physical or sexual contact.
- 2. Personal space of one arm's length for all parts of the body between people is to be kept at all times unless approved and supervised by staff.
- 3. No peeping which is looking in an area in which it is likely that someone can be seen

- unclothed.
4. No kissing, blowing kisses, or making other sexually suggestive gestures.
 5. No pats on the back or "high fives". Staff may initiate a handshake with a resident. Residents may not shake hands with each other unless directed by staff to do so. All handshakes must have a therapeutic purpose.
 7. No horseplay, meaning no excessive physical activity that could lead to contact, injury, or property damage.
 8. No wrestling or punching.
 9. No sexual comments.
 10. No exposure which is letting any part of the body supposed to be covered by the uniform to show.
 11. No masturbation in public areas, including restrooms. A resident is permitted to masturbate alone in his bedroom by following the PT (Private Time) procedures.

Aggression and Power rules describe how residents are expected to manage their anger and to interact socially with equality and fairness.

C. Aggression/Power

1. No assaults or attempts to assault. Behaviors which may be considered assault include throwing furniture or other objects toward people, spitting, hitting, kicking, pushing, slapping, biting, scratching, and pinching. Other similar behaviors which may hurt others physically may be considered assault. The person does not have to be hurt for the behavior to be labeled assault.
2. No gestures or physical threats.
3. No verbal threats.
4. No damaging property which means throwing, hitting, taking apart, or otherwise misusing property which results in it needing repaired or thrown away.
5. No swearing or obscene gestures.
7. No name-calling, teasing, or instigating.
8. No snitching (telling just to get someone in trouble). Residents must tell staff if someone's behavior is harmful to the individual or others.
9. No loud radio, stereo, T.V., etc. If it can be heard by others, it is too loud. Only one radio, stereo, or TV without headphones may be played in an area at one time.

10. No gangs or gang signs.
11. No arguing with staff, back talking, or attempting to manipulate staff.
12. No yelling or loud disruptive behavior.
13. No false allegations (a serious lie that could hurt someone) against other residents or staff.
14. No lying.

Property rules describe how residents are expected to show respect for the property rights of others.

D. Property rules

1. No stealing. If it is in your possession but does not have your name on it, it will be considered stolen.
2. No borrowing or lending unless authorized by staff.
3. No feet on any furniture and no lying down on any furniture except bed.
4. Residents may not touch audio-visual equipment (including walkie-talkies) even with staff permission.
5. No touching the sprinkler pipes.
6. No throwing or bouncing balls or using play equipment in the facility.
7. No gambling of any kind, including games in which other items are used instead of money.
8. No business transactions between residents, or residents and staff. No one is to buy something for a resident unless it is approved by the Administrator or the treatment team.
9. Only items on the level privilege list may be kept in resident's room.
10. No contraband, intoxicants, tobacco, or weapons will be permitted on the premises.
11. No reading or touching staff's documentation.
12. Residents are to be dressed according to level uniform at all times. Pictures or written statements on clothing which promote or show illegal or sexual behavior, alcohol, or tobacco are not permitted.

- 13. Beds and bedding are to be used only in bedrooms.
- 14. No touching other people's property without permission.
- 15. Any personal property used to break a rule can be confiscated indefinitely.

E. Other

- 1. Room care and house tasks must be done before activities or outings.
- 2. No wearing hats, coats, gloves, or other outdoor wear inside the facility.
- 3. No running in the facility.
- 4. Residents must adhere to the following schedule:

Wake up time	6:00 AM Monday - Friday 9:00 AM Saturday and Sunday
Must be in room	8:30 PM Sunday - Thursday 9:30 PM Friday and Saturday
Lights out	9:00 PM Sunday - Thursday 10:00 PM Friday and Saturday

Holidays follow the weekend schedule. Times may vary according to individual and/or program schedules. Residents are to follow staff directions concerning any changes.

- 5. No resident may have any living creature in his possession or control.
- 6. Residents are to leave nature in nature. No resident may have a rock or other nature collection
- 7. No playing staff (manipulating) against staff for personal gain.

**FAIRFIELD ACADEMY
THINKING ERRORS APPROACH**

At Fairfield Academy residents are taught to identify specific thinking patterns which have led to hurtful or offensive behaviors. They are taught that this type-of thinking must change if they are going to live a responsible lifestyle.

The change process requires that the resident learn to report his thinking and identify specific thinking errors in group, individual counseling and psycho-educational activities. Furthermore, they learn to implement mental correctives to eliminate the thinking errors. The resident is expected to examine the

