

STUDENT GUIDE to the RSR LEVEL SYSTEM

Entry Level: A New Chance. You should be

- Learning rules and the *Student Handbook*
- Working to understand the discipline system and areas in your life that may require discipline
- Working to understand the Rock Solid program
- Respecting staff, self, and others
 - Respect Rock Solid Refuge property
 - Respect other people's property
 - Respect RSR boundaries and expectations
- Learning how to maintain and clean personal area and bedroom
- Not using profane language
- Participating in and learning basic tasks and chores
- Participating in program activities
- Engaging in school and assigned classes
- Having no outside contact
- Working through Entry Level before moving to Orientation Level
- Automatically progress to Orientation Level after two weeks

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Orientation Level: Taking Ownership. You should be

- Processing and accepting being in this program
- Generally respecting staff, others, and property
- More consistently adhering to guidelines and rules
- Accepting, understanding, and working through necessary disciplines
- Identifying emotional, social, mental, spiritual, and behavioural problems
- Making a list of identified problems, issues, and losses
- Identifying harmful ways of coping
- Understanding why things in your life need to change
- Exploring thoughts, feelings, and behaviours
- Accepting diversity of people at RSR
- Helping to build community
- Continuing engagement in school and assigned classes
- Completing assigned level work to progress to 1st Level

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1st Level: Acceptance. You should be

- Accepting, understanding, and working through necessary disciplines
- Understanding past poor choices and the implications of continuing that behaviour
- Starting to recognize past inappropriate coping skills
- Beginning to identify and learn appropriate coping skills
- Able to set appropriate boundaries
- Able to connect choices with consequences
- Learning how thoughts, feelings, and behaviours are connected
- Recognizing your need for staff's help in regulating emotions and decisions
- Learning submission to authority and working with staff and fellow students
- Settling into school and starting to find success in education
- Completing assigned level work to progress to 2nd Level

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2nd Level: A New Creation. You should be

- Willing to be challenged about inappropriate behaviour and accept necessary discipline
- Willing to take seriously the input of others, allowing them to identify wrong attitudes and behaviours and suggest changes
- Beginning to understand past negative behaviors, the implications of continuing such behaviours, reasons behind choosing these behaviours, and seeking alternative healthy behaviours for future
- Redirecting behaviour through the structure of RSR and by following guidelines and rules; beginning to correlate identified needs and goals to the purpose of structure
- Focusing on choosing more positive behaviours and more self-control over destructive behaviour patterns
- Recognizing the value of positive peer influence in your life
- Understanding how to build trusting, appropriate relationships that are focused on a concern for others instead of only a concern for self
- Understanding how thoughts, feelings, and behaviours are connected
- Doing away with past inappropriate coping skills
- Developing new coping skills
- Beginning to learn how to self-regulate emotions and decisions
- Assuming responsibility for education and academics

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3rd Level: Restoring Relationships. You should be

- Willing to accept necessary discipline
- Siding with staff more frequently—riding the fence could result in the loss of 3rd level
- Continuing to build trusting relationships with staff and peers; beginning to develop positive relationships, motivated by selflessness and concern for others, demonstrated in positive encouragement and respect
- Led more by influence than by structure and discipline
- Showing good internal structure and the ability to do what is right when no one is watching
- Demonstrating honesty
- Beginning to show disillusionment with your past and past choices
- Gaining a healthy understanding of consequences for inappropriate behaviour
- Starting to show self-discipline
- Breaking destructive behaviour patterns and attitudes through open discussion with staff and accepting redirection to healthier life patterns
- Learning to handle stress and taking measures to eliminate stress build-up; expressing emotions by processing (talking) with others
- Showing measurable and recognizable progress in areas identified in Level 2
- Establishing personal and social values
- Building positive assets as you engage passes (consider *40 Developmental Assets* by Search Institute)
- Accountable for privileges and responsibilities associated with this level

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4th Level: Servant Leadership. You should be

- Demonstrating that new attitudes and behaviours are a more natural part of everyday life rather than being consciously generated or forced through struggle
- Developing the ‘belief system’ for the transition home—including but is not limited to, setting goals, expectations, and consequences and identifying potential problems within the home structure, including what you want for and from relationships (not just behavior goals)
- Responsible, trustworthy and able to trust others, and relying on healthy relationships
- Led totally by influence
- Self-motivated
- Beginning to solve problems and resolve conflicts on your own
- Consistently using good judgment in decision-making
- Giving back by being a positive leader
- Showing a strong desire for growth, not dependent on those around you
- Honest in admitting your own wrong-doing
- Demonstrating a concern for peers when they do wrong; able to confront peers, privately and respectfully, showing genuine concern
- Learning how to cultivate and build upon strengths; able to acknowledge weaknesses and challenges; able to set personal boundaries and get support;
- Honest about needs and growth—growth can look messy but still be positive
- Comparing personal values with your family values
- Accountable for privileges and responsibilities associated with this level