Welcome to Clarinda Academy

What Are We?

Established in 1992, Clarinda Academy is a residential foster care facility that provides residential treatment to at-risk and delinquent male and female youth from several states. Clarinda offers long-term residential treatment for more than 180 young people. Students have the opportunity to participate in a variety of interscholastic sports and fine arts programs, as well as vocational training. Combining experienced staff and time-tested programs, Clarinda is uniquely positioned to serve the youth population who qualify for entry.

Clarinda is proud of its array of gender-specific services for today's at-risk youth. We believe that intensely scheduled programming, skill-building activities, and carefully guided extra-curricular opportunities, along with appropriate treatment programs administered by skilled and caring professionals, create benefits for our students that have the potential to impart life-long redirection.

Our Mission Statement

The Clarinda Academy exists to serve the unique academic, physical, social, emotional, and behavioral needs of our students, who are in a critical period of their lives. We are committed to creating and maintaining a safe, trusting, and caring environment that opens the door for life changing opportunities. All aspects of our school are student centered and designed to accommodate individual learning styles so that all may experience success.

Four Core Norms

Respect All Others  Intervene All Negative Behavior
Reinforce All Positive Behaviors  Support All Intervention
Education

OUR MISSION IS TO PROVIDE A SAFE ENVIRONMENT WHICH PROMOTES RESPECT AND MOTIVATES STUDENTS TO LEARN. WE ENCOURAGE STUDENTS TO BECOME LIFE-LONG LEARNERS BY DEVELOPING INTELLECTUAL CURIOSITY AND A DESIRE FOR ACHIEVEMENT. WE STRIVE TO CREATE A DIVERSE COMMUNITY THAT FOSTERS MUTUAL RESPECT AND SOCIAL RESPONSIBILITY.

Clarinda Academy students attend on-campus classes which are accredited through the Clarinda Community School District. The Academic Education Program meets the needs of all students by offering middle school and high school classes, Special Education, Title 1 Reading and Math, E2020 Credit Recovery, and HiSET (High School Equivalency Test).

In 2008 Clarinda Academy gained accreditation from the North Central Association. This association is part of the AdvancED family of Accreditation agencies that not only assure the quality of their schools but also work with their accredited schools to constantly improve and update their educational programming. Clarinda Academy students attend school five days a week, year-round. A semester system is utilized so that a student can earn up to eighteen credits in a calendar year. Students who have earned the necessary 48 academic credits for graduation will receive their diploma through the Clarinda Community School District.

Clarinda's HiSET program was established for students who are substantially behind in high school credits. Students must be at least 17 years of age to enroll in the HiSET program. The HiSET is sponsored through Iowa Western Community College in Clarinda.

At the beginning of the 2016-2017 school year Clarinda Academy increased from 1 to 3 digital instruction labs. These Credit Recovery labs allow our students to potentially recover credits at a faster rate than a normal classroom setting. Students are able to take classes online and work at their own pace. We have had students complete anywhere from 1 to 7 classes in a semester.

We encourage our students to be active participants in the learning process, not passive observers. This educational process provides all students the opportunity to obtain the knowledge and skills which will prepare them for successful reentry into the community.

OUR STUDENTS HAVE THE OPPORTUNITY TO MEET WITH AN ACADEMIC ADVISOR TO DISCUSS CREDITS, CLASSES, AND THEIR EDUCATION PLAN. ALL OF OUR STUDENTS ALSO HAVE THE OPPORTUNITY TO MEET WITH A TRANSITION COORDINATOR TO ASSIST THEM IN THEIR TRANSITION BACK TO THEIR HOME COMMUNITY INCLUDING THEIR HOME SCHOOL DISTRICT. THEY OFTEN ASSIST STUDENTS IN PLANNING FOR THE NEXT STEP IN THEIR EDUCATION INCLUDING ENROLLING IN COLLEGE CLASS.
Clinical Services

Clarinda Academy offers a full range of psychiatric and psychological services, including testing and assessments. Our therapists are trained in trauma based approaches used to speed recovery from various traumatic stresses. Upon admission, each student is assessed and a child-specific case plan is developed addressing specific risk areas as well as mental health and trauma issues.

TREATMENT MODALITIES

EMDR (Eye Movement Desensitization Reprocessing)
DBT (Dialectical Behavior Therapy)
CBT (Cognitive Behavior Therapy)
Trauma Focused Cognitive-Behavioral Therapy
Narrative Therapy
ACT (Acceptance Commitment Therapy)

Clarinda Academy offers a full range of psychiatric and psychological services. As needed, each student receives a diagnostic psychiatric evaluation and medications determined by the psychiatrist. Various assessments are utilized to aid in the diagnosis of these youth as they enter Clarinda Academy. Our therapists are trained in various individual and family therapy modalities, such as cognitive-behavioral, client centered, brief, rational emotive, as well as trauma based approaches such as Trauma Focused Cognitive-Behavioral, EMDR, Acceptance and Commitment Therapy and/or Narrative Therapy which are techniques used to speed recovery from trauma and stressor related disorders such as PTSD, Acute Stress Disorder and Adjustment Disorder.

All students at Clarinda Academy receive the Massachusetts Youth Screening Instrument, a brief screening instrument (52 questions) designed to identify potential mental health needs of adolescents involved in the juvenile justice system. The instrument uses seven scales to assess the youth: Alcohol & Drug Use, Angry – Irritable, Depressed – Anxious, Somatic Complaints, Suicide Ideation, Thought Disturbance (Boys Only), and Traumatic Experiences. Each student's risk scales are targeted for particular treatment emphasis. The higher the risk, the more focused the treatment.

Since statistics demonstrate that perhaps more than 85% of all residential youth have past histories of abuse and/or trauma, Clarinda Academy also uses the Adverse Childhood Experiences (ACE) short form, which has 10 questions aimed at targeting various difficult experiences that the youth may have experienced in their life time such as divorce, domestic violence, substances used by others in the home and such, which have been shown to impact youth in negative ways. This allows us to have a better understanding of some of the traumatic experiences that youth often times do not recognize to be the case.

SUBSTANCE ABUSE TREATMENT

Pathways to self-discovery and change is an 8 week group held 5 days a week which assists adolescents in identifying how their thoughts, feelings and behaviors are connected to their substance use and criminal conduct. Throughout this curriculum, participants address how thoughts and feelings affect behaviors, learn to understand drug abuse & patterns of dependence, criminal conduct, and the influence of drugs. They will identify triggers, high-risk situations, learn how to stay clean and avoid trouble.

INDIVIDUAL & FAMILY COUNSELING

Clarinda Academy offers individual counseling/therapy/behavioral health intervention services (skill building). Students at CA meet with their counselors on a weekly basis to identify and address their barriers to progress. They identify, learn, and practice skills to help overcome those barriers. Family relationships are encouraged through monthly sessions with the individual counselor monitoring and aiding with skill development within the family in order to enhance understanding and cooperative problem solving between youth and parents.
AGGRESSION REPLACEMENT TRAINING (ART)
ART IS A COGNITIVE BEHAVIORAL INTERVENTION PROGRAM TO HELP CHILDREN & ADOLESCENTS IMPROVE SOCIAL SKILL COMPETENCE AND MORAL REASONING, BETTER MANAGE ANGER, AND REDUCE AGGRESSIVE BEHAVIOR. THIS EVIDENCED BASED PROGRAM HAS PROVEN TO BE EFFECTIVE IN WORKING WITH CHALLENGING YOUTH. ART CONSISTS OF 10 WEEKS (30 SESSIONS) OF INTERVENTION TRAINING AND IS DIVIDED INTO THREE COMPONENTS:
SOCIAL SKILLS TRAINING—ANGER CONTROL—MORAL REASONING

ANGER MANAGEMENT
THIS GROUP ADDRESSES THE NEEDS OF STUDENTS TO DEVELOP THE ABILITY TO HANDLE CONFLICT AND PROVOCATION MORE EFFECTIVELY IN SOCIALLY ACCEPTABLE WAYS. THE GROUP FOCUSES ON LEARNING PRACTICAL METHODS OF SELF CONTROL THROUGH COGNITIVE RESTRUCTURING (QUESTIONING BELIEFS, SELF TALK, ‘REMININDERS’), RELAXATION TRAINING, AND APPLYING POSITIVE COPING TECHNIQUES. THE GROUP WILL ALSO FOCUS ON HOW TO IDENTIFY ANGER PATTERNS AND TRIGGERS.

GENDER RESPONSIVE/TRAFFICKING GROUPS

GIRLS CIRCLE
A STRUCTURED SUPPORT GROUP FOR GIRLS FROM 9-18 YEARS WHICH INTEGRATES RELATIONAL THEORY, RESILIENCY PRACTICES, AND SKILLS TRAINING. DESIGNED TO INCREASE POSITIVE CONNECTION, STRENGTHS, AND COMPETENCE IN GIRLS.

BEYOND TRAUMA
THIS NEWLY REVISED AND EXPANDED PROGRAM IS A 12 SESSION CURRICULUM THAT INCORPORATES THE INSIGHT OF NEUROSCIENCE WITH THE LATEST UNDERSTANDING OF TRAUMA AND PTSD. THE EVIDENCE-BASED MATERIAL ARE DESIGNED FOR TRAUMA TREATMENT, ALTHOUGH THE CONNECTION BETWEEN TRAUMA AND ADDICTION IN GIRLS LIVES IS A PRIMARY THEME THROUGHOUT.

VOICES
THIS GROUP ADDRESSES THE UNIQUE NEEDS OF ADOLESCENT GIRLS AND YOUNG WOMEN BETWEEN THE AGES OF 12-18. THE PROGRAM HELPS GIRLS TO IDENTIFY AND APPLY THEIR POWER AND VOICES AS INDIVIDUALS AND AS A GROUP. VOICES, DEVELOPED BY STEPHANIE S. COVINGTON, PHD, LCSW, CO-DIRECTOR OF THE INSTITUTE FOR RELATIONAL DEVELOPMENT AND THE CENTER FOR GENDER AND JUSTICE, USES A TRAUMA INFORMED STRENGTH BASED APPROACH.
The 4 Phases

Phase 1
Average Duration: 4-6 Weeks GOALS:
1. Recognize and identify personal patterns of behavior
2. Recognize and identify delinquent patterns of thinking
3. Learn to give and receive help
4. Demonstrate new skills and managing behavior

Phase 2
Average Duration: 6-8 Weeks GOALS:
1. Learn the impact of hurtful and exploitative behavior on others
2. Develop empathy including the care & concern for others
3. Begin to express feelings in healthy ways
4. Continue to demonstrate new skills in managing behavior

Phase 3
Average Duration: 6-8 Weeks GOALS:
1. Learn alternatives to old patterns of thinking & behavior
2. Learn effective problem solving & decision making skills
3. Learn effective communication skills
4. Learn aspects of healthy relationships
5. Begin to express feelings in healthy ways
6. Continue to demonstrate new skills in managing behaviors
7. Teach & mentor others

Phase 4
Average Duration: 8 Weeks GOALS:
1. Learn to identify & handle high risk people & situations
2. Minimize risk of relapse/recidivism
3. Prepare for successful transition to the community
4. To increase & develop a commitment to productive citizenship

Normative Culture

At the heart of Clarinda Academy is its normative culture. The normative culture begins with an understanding of norms. Norms are defined as expected group behaviors, or what most people in a group do. CA has hundreds, if not thousands of norms that staff and students learn. Norms are not written down, but instead, behavioral expectations are passed on from person to person and then maintained through peer group pressure. Peer group pressure is a powerful force that influences behavior. CA encourages students to utilize positive peer pressure to ensure positive behavior is occurring in all areas of the program. Many of the students from CA made negative choices in their past that were influenced by peer group pressure. CA recognizes that peer group pressure can influence students to also make positive choices, so the student culture at CA is designed for students to help their peers behave in a positive manner versus a negative one. When a student demonstrates behavior that is unsafe, irresponsible, disrespectful and/or disruptive, other students (and staff when necessary) will address the student's negative behavior and request that the student behave in a more safe, responsible, respectful and/or productive manner. Students and staff members at CA are tasked with the responsibility to maintain a positive normative culture by helping students who aren't demonstrating positive, socially acceptable behaviors. Help is provided to students primarily through intervention, feedback in individual and group settings, individual and group discussions, and reinforcement of positive behavior. When positive behavior is promoted and reinforced, and negative behavior is deemed unacceptable and intervened, positive behavior becomes the norm and a positive normative culture exists.
Exhibit B at p. 007

Who Do We Serve?

BOYS/GIRLS AGES 12-18
LOW EMPATHY
POOR MORAL REASONING
IMPULSIVE

ANTI-SOCIAL BEHAVIORS
NON-COMPLIANT
VICTIM MINDSET
LEGAL TROUBLES

AGGRESSIVE TOWARDS OTHERS
ANGER MANAGEMENT PROBLEMS

WE ARE A HIGHLY STRUCTURED, 6-12 MONTH PROGRAM FOR MALE & FEMALE YOUTH NEEDING A MID-TO LONGER-TERM OUT-OF-HOME PLACEMENT. THE PROGRAM'S GOAL IS TO PREPARE YOUNG MEN & WOMEN FOR A POSITIVE FUTURE BY IDENTIFYING STRENGTHS & WEAKNESSES. ONCE IDENTIFIED, STAFF & STUDENTS WORK TOGETHER TO ENHANCE THE STUDENT'S POSITIVE QUALITIES AND PROMOTE SOCIAL CHANGE THROUGH NORMATIVE CULTURE INFLUENCE.

7 Levels of Intervention

ONE OF THE PRIMARY TOOLS IN REINFORCING POSITIVE STUDENT BEHAVIORS ON CAMPUS HAS BEEN THE 7 LEVELS OF INTERVENTION. BOTH STAFF AND STUDENTS UTILIZE INTERVENTION AS A TOOL TO ESTABLISH A NORMATIVE CULTURE.
Extra Curricular

For Girls
- Basketball
- Volleyball
- Track
- Cross Country
- Flag Corps
- Cheerleading

For Boys
- Basketball
- Football
- Wrestling
- Track
- Cross Country
- Soccer
- Drumline

TO REFER A STUDENT, PLEASE CONTACT ADMISSIONS:
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