

Summary of Telos

- **Owner operated**
 - Owners are licensed clinicians and are directly involved in all facets of programming, including carrying a caseload and running groups. They also regularly exercise with the students during morning workouts.
- **Philosophy of change**
 - Telos believes in assisting boys to change from the inside out. This means that we do not take the approach to change that is based upon a system of punishments and rewards, which encourages compliance rather than meaningful change. Telos is a relationship based program, and believes that meaningful, lasting change is possible when one human being makes a positive connection with another through the processes of inspiration, modeling, invitation, processing, and encouraging insight. This process is built on the foundation of five cornerstones: love, family, spirituality, principled living and insightful choices.
- **Family involvement**
 - Family involvement is critical in the process of lasting, meaningful change. Families participate in a minimum of an hour of weekly family therapy. This is increased as needed in order to address the specific needs of individual families. Families also participate in “Family Days” 5 times a year. This is a three day experience that includes multi-family support groups, a variety of trainings and groups, face-to-face family therapy, individual family recreation therapy, and customized family therapy activities/assignments.
 - Families are expected to be involved since we believe the family can be the ultimate support system. If at all possible, we work to get students back to the home environment.
- **Niche**
 - Telos is designed for a specific population. We are not a program that works with every child. We screen out students with histories of conduct disorder, sexual perpetration, gang involvement, violence, and/or criminal activity. We specialize in the treatment of:
 - Depression
 - Anxiety
 - Relational problems
 - Non-compliant behaviors
 - Suicidal ideation
 - Learning Disorders
 - Grief and Loss
 - Trauma
 - Drug abuse
 - Low self-esteem
 - Social struggles
 - Bipolar disorder
 - Self-injurious behaviors
 - Adoption/attachment issues
- **Therapy**
 - We believe in having the ability to provide a high level of clinical care for each student. Each week there are approximately 20 hours of therapy that can take place. These therapeutic experiences can include, but are not limited to:
 - A minimum of 3 hours of face-to-face contact with their personal therapist every week, done in a combination of individual and family therapy.
 - Daily 60 minute groups facilitated by licensed clinicians on a variety of topics (ie, emotional management, substance abuse, adoptions, trauma...etc.)
 - Daily 90 minute recreation therapy groups by a licensed recreation therapist.

- Twice daily (morning and evening) 30 minute peer run groups for goal planning, reporting and training.
 - Many of the therapeutic experiences students have are outside of actual “sessions.” Some of this will be the experiences during exercise when clinicians are present (“You can discover more about a child in an hour of play than in a year of conversation” -Plato), during meal time, etc.
- **Supervision**
 - Telos is a small, intimate program. We have a high ratio of mentors to students (1:4 ratio) to enhance the opportunity for relationship building and processing, and also reduce the risk of students “flying under the radar.” Mentors are also Principles Coaches, which means that they will work one-on-one with students and understand the core issues of treatment, oftentimes also participating in therapy sessions. The Principles Coach is there to assist students with specific needs and will serve as a source of support and encouragement.
 - We focus on hiring staff that we feel will have a loving/caring approach as well as be able to model healthy principles and boundaries. When hiring staff, who they are as individuals is the most important qualification. We avoid hiring staff that will want to power struggle with our students.
- **Triathlon Training**
 - Research indicates that regular daily cardiovascular activity for over 60 minutes can have a more stabilizing effect on emotional disorders than the combined treatment of medications and therapy. Telos implements this research through training for triathlons 2 hours a day 6 days a week. There are three training groups to meet students at their respective levels. Students will be involved in training and may compete in whole or in part in community based triathlons.
 - The triathlon training is designed to be flexible for each student. Above all else, the emphasis is on making personal progress and developing a sense of competency. It is similar to students who hike in a wilderness program; students do not go to wilderness because they are great hikers. As is the case with hiking in the wilderness, the process of personal growth is what is most important with the triathlon training at Telos.
- **Principles Program**
 - At Telos, we believe that there are principles of healthy and happy living. As an individual builds their life on these tried and true principles and allows them to govern what he does or doesn’t do throughout his life, he will experience a greater sense of stability and peace as he navigates the challenges of life. This is a special program that will help students develop stabilizing principles. Examples of these stabilizing principles are, work, tolerance, humility, family, self-confidence...etc. Each principle that a student works on will require him to take active steps that are designed to facilitate the development of that principle. He will work closely with his therapist and Principles Coach throughout the process.
- **Treatment Team**
 - The Treatment Team is comprised of all the clinical staff as well as the mentors who work with the students. The Treatment Team meets to review and discuss each student’s progress for at least 15 minutes every week. This is beyond industry standard, but this allows the Team to modify and adjust our interventions and make sure that we are addressing the issues effectively and promotes uniformity. It provides a tremendous amount of “clinical sophistication,” as experienced therapists, mentors, educators, psychiatrist, and nurse all discuss

each student and what needs to be done to tailor the program to meet the student's needs.

- **Diagnostic Precision**

- At Telos we believe that we can't help a student unless we completely understand him. Getting the diagnosis right is essential to developing an appropriate treatment plan. Our Board Certified Adolescent Psychiatrist will do a detailed evaluation at admission gathering information directly from the parents and child. Comprehensive psychological testing is done to supplement this evaluation.

- **Academics**

- Telos offers a fully accredited academic program through Telos Academy. Classes are kept intimate with a teacher ratio of 1:6. Every attempt is made to work in a flexible way with all students and to take into account individual learning styles.
- In addition to regular teachers, we have two Academic Directors, Patrick Bagley and Kristin Williams. Both are constantly involved in all areas of the education piece, and provide students with extra one-on-one time as needed. Telos Academy is able to work with students who may want to earn college credit, make up missing credits, prepare for college, or work on getting a GED.

- **Flexibility**

- We believe that it is important for each student to be understood individually and for a treatment program to be designed and tailor-fit for each student. One example of this is allowing students to pursue healthy interests (musical interests, sports, etc.) that they originally had at home while at they are at Telos. Every attempt is made to incorporate a student's strengths into their therapy at Telos.

- **Environment**

- We believe that it is important for students to feel as comfortable as possible in their physical setting while working hard on emotional issues. We strive to have a home-like setting that is comfortable and promotes acceptance and a sense of belonging, in addition to a sense of openness and safety. We do not want to foster an institutional-like feel. We want all students to feel "at home" as much as possible as they work through the program.