



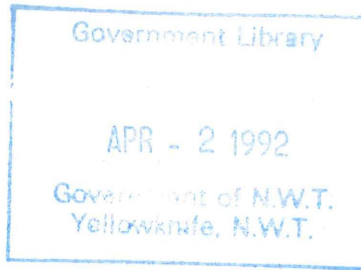
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Pastor Tom Gavac  
 Fort Norman, NWT  
 XOE OKO

588-4411 or 588-4241

March 12, 1992

Mr. Jim Antoine  
 Nahendeh MLA  
 Yellowknife, NWT



Dear Mr. Antoine:

I am writing to encourage you and others to pursue an inquiry regarding the care provided for students at Yellowknife's Akaitcho Hall, particularly those students who are alcohol or substance involved.

The tragic death of student Thad Holman is surely a significant reason to inquire into the overall level of student care at Akaitcho Hall in addition to the more specific questions addressed regarding Thad's situation. While none of us rightly ought assume responsibility for a personal choice exercised by another, including a choice with an unintended tragic consequence, I think it is certainly the responsibility of a residence hall administrator, Board, and Education officials to do everything possible within their parameters to ensure the highest and most competent level of student care.

As former Chaplain at Akaitcho Hall (academic years 1989-91), I have serious questions and concerns regarding the responses and accountability of Akaitcho Hall Administrator Myra Mercredi, the Akaitcho Hall Management Board, and particular GNWT-Education officials regarding issues of and impacting student care brought to their attention during academic year 1990-91. It is likely that the apparent unsuccessful resolution of such issues at that time have at the least created a less safe and healing environment for students in the Akaitcho system this current academic year.

Foremost among Akaitcho Hall staff concerns last academic year were: 1) Administrator response to students who were repeatedly alcohol and/or substance-involved, including lack of a clear "bottom line" disciplinary (and healing!) consequence and inconsistency regarding follow-through on stated consequences; and, 2) lack of clear, consistent, and timely communication--usually from the Administrator--regarding her response to some students requiring more attentive intervention.

#### Regarding issue # 1

Key Akaitcho staff persons met in early November 1990 drafting and relaying to Administrator Mercredi an Interim Proposal regarding the care of students alcohol or substance-involved (sent to you now under separate cover). This Proposal was a positive effort to cope with the obvious obstacles many of us care-givers experienced when attempting to provide appropriate service to such students. It seemed that this Proposal received little, if any, acknowledgement from Administrator Mercredi and frustrations continued to escalate. Because much of my service as Chaplain at Akaitcho Hall included

assessing and counselling students, including many who were alcohol or substance-involved, I felt a keen responsibility to provide the best service possible. As a professionally educated and experienced adolescent counsellor (M.Div./Yale Univ.; M.S.W./Univ. of Illinois), among other services, I assessed student risk factors (see enclosed Titus Risk Scale) and promptly relayed with student permission important information to the Student Guidance Counsellor (now former) and Administrator Mercredi. I wrote and relayed a Special Report dated February 11, 1991 (here enclosed) in a further effort to promote Administrator and system attentiveness to the continuing student care issues. Curiously, I received no verbal or written response regarding this report from Administrator Mercredi, Akaitcho Hall Management Board members, and GNWT-Education official Brian Menton.

About mid-April 1991 a "Team Building" Workshop for all staff was scheduled to address staff concerns about a number of issues at Akaitcho Hall, including those of and impacting student care. A key exercise of the meeting was the division of staff and those Management Board members who attended into small groups with the task of identifying specific concerns. Top listed concerns throughout the groups included "discipline" and "communication." Staff were then invited on their own time to problem-solve in small groups and report in early May 1991 to the Administrator and the few Akaitcho Hall Management Board members who attended the meeting. Reports were provided by the Discipline, Communications, and Policy committees. The issues addressed and subsequent recommendations appeared to be very useful, but only if the Administrator and Management Board (with clear encouragement from GNWT-Education) would take responsibility for their implementation at their levels of decision-making.

Regarding issue # 2

The Communications Committee, of which I was a member, provided its report in May 1991 which included some simple recommendations for improving communication like holding regular staff meetings and sharing information pertinent to student care in a timely manner. I suspect that many of these recommendations were never implemented or implemented in a haphazard way. However, it might be useful to interview Akaitcho Hall staff persons (especially Dorm Heads and Supervisors, former Student Guidance Counsellor Beth Collinson, Homeboarding and Recreation Co-ordinators) for a more comprehensive and definitive evaluation.

Following a process from late April 1991 until about mid-September, a process which was convoluted, evasive, unfair, and lacking in ethical integrity, Administrator Mercredi and Board Chairperson Alistair Harvey (and by default the A.H. Management Board and GNWT-Education) rejected my full time professional counselling and spiritual care services as Chaplain at Akaitcho Hall for the 1991-92 academic year. This occurred without any credible explanation to me, the Bishops, or the students and despite very positive verbal

More

Gavac to Antoine  
March 12, 1992  
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and written evaluations from students and staff (see enclosed), letters of strong support from Roman Catholic Bishop Denis Croteau and Anglican Bishop Chris Williams, and a student organized and completed Petition seeking my return reportedly signed by a large number of students and submitted to Administrator Mercredi and former Minister of Education, Stephen Kakfwi in early October 1991.


While we will never know what positive impact my presence at Akaitcho Hall may have continued this current academic year, it seems rather apparent that students are the ones who suffer most when officials who we expect to be accountable for their own actions and decisions seemingly place their own needs for power and control above those of student care.

I think our students certainly deserve better. Accountability is the key issue, from my perspective, and I think an inquiry into student care issues at Akaitcho Hall and their relationship to Administrator, A.H. Management Board, and GNWT-Education responsibilities is an important sphere to evaluate. Interviews with all current Akaitcho Hall staff persons most directly involved with student care without the threat of job loss or harrassment as well as with former (1990-91) staff persons would be an essential component toward a comprehensive inquiry and evaluation.

Please be assured of my continued interest in these matters and my availability to provide further information as you or inquiring others might consider helpful.

Thad Holman did not die in vain. Those of us concerned about the level of student care at Akaitcho Hall might honor his memory by our good efforts in the days and months to come.

Blessings,

  
Pastor Tom Gavac

enc.

Pc: Bishops Croteau, Williams, Jacobson  
Myra Mercredi-Akaitcho Hall  
Alistair Harvey-A.H. Management Board Chair.  
Brian Menton-GNWT/Education

Alcohol and drug abuse seriously threaten the well-ness of our youth. Few, if any of us, need to be convinced of this. We have seen the ways in which alcohol/drug-involved youth suffer, how:

many relinquish their personal power and control to chemicals  
many seem caught in a web of denial, shame, hurt, and remorse  
many diminish their human potential, sometimes dropping out  
of or being dismissed from school

Most of us acknowledge that a healing process for those who are alcohol/drug-involved requires the concerted, co-operative efforts of others---of action as well as discussion, of planning as well as flexibility, of caring which includes confrontation and compassion.

In recent months, I have become increasingly restless and eager not only to explore those things which might move one toward healing of chemical (alcohol and/or drug) abuse or dependency, but also to suggest action which is co-ordinated, consultative, and as timely as possible. In spite of my professional education/training and experience with adolescents in both human service and congregational settings, it may seem rather presumptuous to some that I offer suggestions or recommendations in my role as Chaplain. After all, no single individual has all the wisdom. It is likely that each of us can offer something useful filtered through the lens of our own history, personality, experiences, and convictions.

I, among others, know that spiritual well-ness and wholeness are intimately related to physical, mental, emotional, and relational health. When any dimension of our human person is affected, other dimensions necessarily are also affected. The way of the heart, of Spirit, can be a way toward healing (whether in the Christian tradition or some other cultural-religious tradition), but rarely by itself. For example, Alcoholics Anonymous, a self-help group for chemically abusive or dependent persons, has a clear spiritual component coupled with a practical "step by step" approach to personal recovery and health.

January 2-4, 1991 I visited Fairview-Deaconess Hospital in Minneapolis, Minnesota--site of the most extensive adolescent chemical dependency treatment program in the United States (5 distinct programs--both in hospital and in community). The visit helped me clarify and refine my understandings of a healing-recovery process and provided renewed enthusiasm for offering the small piece I can from my perspective.

The pages which follow outline my perceptions of the Akaitcho student situation (including residents and homeboarders) regarding alcohol/drug involvement, ways we (Dorms, Student Counsellor/Chaplain, and Administrator) have tended to respond to the situation thus far this academic year, and considerations for those who are currently in the process of formulating and enacting a formal policy/intervention process for students who are alcohol/drug-involved.

A Look at Our Situation

As one looks at the situation of Akaitcho students in relation to alcohol and other drug use, it might be helpful to describe:

- a. the number or percentage of students who are alcohol and/or drug-involved;
- b. the frequency of use; and,
- c. problems often associated with greater frequency of use

The chart which follows is my projection of the percentages of students who are alcohol/drug-involved with various usage patterns. I have projected these percentages on the basis of, 1) documented reports of students so observed; 2) student self-reports of their (and their peers') usage; 3) staff observations "out of residence:" and 4) personal observations. As such, the percentages of alcohol/drug-involved students will appear higher than simply that statistical information available from documented reports alone.

While one might argue that my projections for greater frequency usage are too high (or too low!), it is general knowledge that students--most often when out of the residence (either on town or weekend leave or in homeboarding situations)--find ways to evade "official observation" while under the influence of alcohol or other drugs. What seems undabatable is that a sizable number of students--perhaps about one in four--show a frequency of use which in various ways creates problems for themselves and/or others.

Although not distinguished in the chart, the majority of our youth choose alcohol (usually beer or rum/vodka--often mixed with soft drinks) as their preferred chemical. The next most commonly used drugs are marijuana and hashish. In referring to student alcohol or drug use, it is important to keep in mind that "use" generally equals "abuse," that is, with few exceptions, students who imbibe or smoke marijuana/ha do so to achieve a "pleasurable high" varying from mild (but "legal") intoxication to gross physical and mental impairment often precipitating a stay in the RCMP "drunk tank."

NO USE	8%	OCCASIONAL USE	16%	MORE OCCASIONAL USE	22%
		less than once every		up to once a month	
		2 months			
FREQUENT USE	28%	MORE FREQUENT USE	18%		
up to twice a month		up to once a week			
		REGULAR USE	8%		
		up to daily use			

When does a student's use of alcohol/drugs become a problem? While each of us may select particular "signs" and evaluate somewhat differently, current psychiatric-medical diagnosis presents two general "labels" for those whose alcohol or drug use is considered a problem: Chemically Abusive Adolescent and Chemically Dependent Adolescent. To qualify for either category, a youth must show either a "pattern of pathological use" or "impairment in social or occupational (school in most cases) functioning"\* for a period of at least one month. In addition, youth who are Chemically Dependent must also show either increased tolerance (need for increased amounts of the chemical to achieve the 'desired' effect) or withdrawal (physical-emotional symptoms associated with a reduction of the chemical).

In simpler terms, one can consider student chemical involvement a problem when various signs listed below are present:

Chemical Use Pattern ("pathological")

- \*binge use
- \*solitary use
- \*use to extreme intoxication
- \*rapid ingestion
- \*loss of control over use as indicated by unsuccessful attempts to quit or reduce use
- \*black-outs
- \*pre-occupation with use
- \*love/trust relationship with chemicals

AND/OR ("impairment in social. . . functioning")  
\*associated with alcohol/drug use

SCHOOL

- \*drop in grades
- \*skips classes
- \*tardiness
- \*difficulty concentrating/mental confusion
- \*memory impaired
- \*disruptive/trouble with authority figures
- \*apathy toward school
- \*drop-out due to problems
- \*expulsion or suspension from school

SOCIAL-EMOTIONAL

- \*increased conflict in relationships
- \*hostile
- \*depressed
- \*shame/guilt
- \*suicide thoughts
- \*suicide attempts
- \*lies to cover use
- \*violates sexual values
- \*loss of "straight" friends

LEGAL

- \*under-age consumption
- \*steals from family/fri
- \*shoplifting
- \*vandalism
- \*selling drugs/alcohol
- \*physical/sexual assault

BEHAVIORAL

- \*change in eating and/or sleeping patterns (either extreme)

In addition to the indicators just mentioned (and the list is representative, not comprehensive), I have noticed important personal and family history factors in the profiles of students with chemical use problems:

- \*family member(s) and/or close friends with history of alcohol-drug problems
- \*important personal loss--unresolved grief related to death of family member or close friend, personal accident, physical or sexual abuse as a child or young adolescent
- \*introduction to alcohol/drugs while an early teen or younger by a family member or close friend
- \*one's peer group (and often community) accept and approve of alcohol/drug abuse
- \*generally show low self-esteem

The factors which precipitate and maintain a pattern of adolescent chemical abuse or dependence are many, yet inter-related. For some, there is a hereditary or biochemical "predisposition" (nature has "stacked the cards" against one's ability to metabolize/control alcohol in particular) to chemicals the moment one takes that first drink. This is especially the case in which a history of chemical abuse/dependence exists in one's family. In addition, Fetal Alcohol Effect (a milder version of Fetal Alcohol Syndrome), a condition which impairs a child's memory, attention span, and ability to learn from experience (make cause--effect judgements) due to the mother's imbibing when the child was yet in her womb, is another biological stumbling block the moment a child enters this world.

Environmental and "situational" factors also contribute to chemical use problems. "Children learn what they live," is an apt expression. When one's family and/or community have a dysfunctional relationship with alcohol/drugs, one learns and practices those methods of "coping" when faced with stress, loneliness/boredom, loss/grief, or conflict. On a wider scale, the major transitions for native peoples from more traditional to more technological ways of life can create alienation from one's own cultural "roots" and identity, fragmented communication between youth and elders, and a yearning (grief process) for that which has been lost to "progress." I suspect that the greater the sense of personal or collective powerlessness a people experiences, the greater the risks of suffering reflected in higher rates of chemical use problems.

With all that in mind, we know that life in a residence hall or away from one's family/community for youth is incredibly challenging--even in the best circumstances. Those of us who seek to care for, support, and empower the students in our midst are likewise challenged to find ways which can-at the least-moderate negative outcomes and focus on positive adaptation and growth.



Our Response to Alcohol/Drug-Involved Students-Academic Year 1990-91

So far this academic year, the response to alcohol/drug-involved students in the Akaitcho residence (I am not aware of nor informed about the policy--if there is one--regarding homeboarding/cluster students) has occurred in three spheres: the dorms, the counseling and educational, and the administrative.

In an effort to clarify the roles and responsibilities of each of these spheres prior to the formulation of an "official" residence hall policy, Mrs. LeGallee, Ms. Collinson, Mr. Feltham, Ms. Paradis, and I met for discussion and writing of a proposed Interim Plan Regarding Alcohol/Drug Involved Students, November 7, 1990. (Ms. Mercredi planned to attend this meeting but was called away to attend a family member's funeral.) This document is available (yellow sheets) if you wish to read it in detail.

In general, the dorms observe and document those students who return to the residence alcohol/drug-involved, assist the student the next day in phoning to inform a parent or caretaker about the situation, and, until most recently, gave a consequence of a seven day confinement (at particular times) to the residence. As of early February, the confinement period has been replaced with the consequence of some hours of student work and in some instances a Tuesday evening or weekend period of confinement. In addition, the dorms provide a written report of the student's situation to Ms. Mercredi and Ms. Collinson.

Ms. Collinson directs the counseling/education sphere, of which I am often invited to assist, with initial assessment of students (first time documented), more detailed assessment of students (second time documented--generally an available counselor of the student's choice, including Ms. Debbie English of Northern Addiction Services), and educational sessions. Ms. Collinson and I have provided educational -awareness sessions for "first time" students while Ms. English has conducted Thursday evening sessions for second/subsequent-time involved students. In the course of assessment, Ms. Mercredi is informed in writing of students seen and (in my case) offered an assessment summary of the student's "risk level" for continuing problems with alcohol/drugs and recommendations regarding further counseling services if applicable.

Ms. Mercredi manages the administrative sphere by meeting personally with students so documented, assessing their needs from both the student's and her perspectives, and in most cases, develops with the student a brief written contract (including a specified period to remain chemical-free and appropriation of counseling services if applicable) for those who are involved for the second (or subsequent) time.



When students who have been alcohol/drug involved make a choice for positive change, normally after their first or second documented incident, our response (implementing the proposed Interim Plan) has at least been adequate in addressing the student's situation with care.

For students who continue repeated involvement with chemicals (documented third, fourth, and subsequent incidents) it appears that our response has been ineffective. That is, in the vast majority of such situations, students continue patterns of alcohol/drug abuse until either dismissed from school or they voluntarily decide to drop out of school.

This may be due to several reasons.

First, the proposed Interim Plan which outlines a process for addressing students with documented third (and subsequent time) incidents has not been followed. For example, I am not aware of any Core Team meetings scheduled to co-ordinate an intervention plan among significant persons active in the student's care. In a few instances, consultation has occurred between Ms. Mercredi and Ms. Collinson, or Ms. Mercredi and myself, (Ms. Collinson and I consult almost daily), yet, in general, consistent consultation has been absent--resulting in both increased frustration and less effective student care.

Second, a level of confusion and uncertainty exists for both staff and students regarding Akaitcho disciplinary measures for students repeatedly alcohol/drug involved. Few know what to expect when it comes to a reliable "bottom line" disciplinary consequence/choice. Without a clear, predictable disciplinary "bottom line" such students continue to "play the system" and unhealthy chemical use patterns are prolonged. From a counseling perspective, it becomes increasingly difficult to assist such students (usually in denial about their problem and ambivalent about taking action toward positive change) without the needed boundary of a "bottom line," or when an anticipated "bottom line" sways by administrative decision devoid of consultation.

Third, the counseling/educational services we provide are unable to offer the kind of "intermediate-level" intensive treatment many students need. While our services are most useful for assessment and less intensive treatment, we do not have the person resources or time to develop a much needed "outpatient" (in-community) program which links both residence system and school system as a treatment option.

Amid these limitations, there is yet no cause for despair. Recognizing our situation gives us a renewed opportunity for collaborative, co-ordinated action as we seek to "fine tune" our response(s) to such students in need.

Toward a Healing-Recovery Process

The formulation and enactment of a formal Akaitcho Hall policy and intervention process for students who are repeatedly alcohol/drug involved is a significant task requiring some months of diligent work by the Akaitcho Hall Management Board, our Administrator, and relevant NWT-Education officials. It appears that such efforts are under way in moving toward a clear, co-ordinated healing-recovery process for such students.

I affirm and applaud such efforts, including efforts to gain clarity about an "in the meantime" plan/process for students who are chemically involved. Given the fact that student care in our environment requires the co-operative work of many individuals, renewed consultation among those so involved is essential for more effective response.

In addition to the considerations already expressed, I might suggest the following as helpful to evaluate for a healing-recovery process:

- 1) Each of us become aware of our attitudes and feelings toward alcohol/drug use.  
Our own attitudes and practices regarding alcohol and drug use as well as our own family/community histories and experiences will colour how we see and respond to our youth's involvement with alcohol/drugs. In some instances, we might unintentionally "enable" (make it "easy, practical, or possible") others to prolong unhealthy relationships to chemicals, particularly if we do not see such involvement as a problem requiring intervention.
- 2) Investigate and propose a coherent, systematic process for identifying, assessing, and intervening with students who are alcohol/drug involved, i.e., a Student Assistance Program.  
I understand that Ms. Mercredi, Ms. Collinson, and Mr. Dave Matthews (NWT-Education) are now exploring the possibility of introducing a Student Assistance Program at Akaitcho Hall. Student Assistance Programs, as outlined at the Conference "Healing Our Youth" (Edmonton, September 1990), have organized important helping processes and resources for school and communities implementing them. I am very enthusiastic about this development.
- 3) Create a staff position for an Alcohol/Drug Counsellor at Akaitcho Hall. An individual both skilled and experienced in assessing and treating adolescents/young adults with chemical use problems would be a definite asset to staff. S/he could target energies toward assessment, counseling, and development of in-community treatment linking both residence and school systems in a co-operative, collaborative manner. Regarding the hiring of such a person, I strongly urge a hiring process which includes input from student and staff representatives in addition to Akaitcho Hall Management Board and NWT-Education representatives. I appreciate Ms. Mercredi's initiatives

already underway in exploring this possibility.

- 4) Inform ourselves of treatment options outside our community.  
Sometimes an intensive 'out of community' treatment option is required for a chemically dependent adolescent. There are a few excellent in hospital programs for adolescents in the United States, a recently opened unit for adolescents at Poundmakers Lodge near Edmonton, and even bush programs (after the model of Outward Bound with a treatment component-- one has existed and perhaps yet functions near Aklavik, NWT). In addition, several of these programs can provide skilled Consultants to us in the development of our own in-community services targeted for adolescents. It seems prudent to benefit from the wisdom and experience of others involved particularly in adolescent/young adult treatment--and even moreso those with a native population and/or perspective.
  
- 5) Continue Providing Positive Alternatives to Alcohol/Drug Use.  
Both in the Akaitcho residence and the Sir John Franklin High School systems there are many activities open to students as positive alternatives to chemical involvement. At Akaitcho, our Recreation Co-ordinator, the Boys and Girls Dorm Staff, and I provide diverse athletic, social, religious, and leisure time activities for youth. These efforts surely invite our students to involve themselves in activities which build personal confidence and self-esteem, social-recreational skills, a greater sense of belonging and acceptance, and opportunities for positive recognition.

#### In Conclusion

This has been a long report! Thanks for your patience and endurance in reviewing it and considering the issues it addresses. I hope it will prove a helpful "voice" in promoting well-ness for our youth who are chemically involved as we move toward a healing-recovery proce

\* \* \*  
*Pastor John Carver*  
\* \* \*

MEMO TO: Myra, Administrator  
Akaitcho Hall Management Board Members

DATE: May 8, 1991

FROM: Pastor Tom

RE: Regular Report with Student & Staff Evaluation  
of Chaplain Summaries

With meetings coming up very soon, I wanted to share my regular monthly report as well as the just completed summaries of student and staff responses of my evaluation to give you time to read & review these items without feeling "rushed." It seems the pace of life really "picks up" for all of us this time of year!

As many of you will remember, the same kind of resident and staff evaluations of the Chaplain were conducted last year and reported to you in March or April. As last year, Chaplain evaluation forms were distributed to students by Dorm Supervisors and residents encouraged to return them within the week. We received more student responses this year compared to last: 64 residents returned evaluations (29 Boys, 35 Girls) this year compared to 48 (36 Boys, 12 Girls) last year. Staff evaluations were sent to all Dorm Supervisors and staff who have the most contact with me (i.e., Student Counsellor, H.S. Rec. Co-ordinators). This year we received 10 returned staff responses compared to 6 last year. All "originals" of both residents and staff are on file with Beth Collins, the Student Guidance Counsellor.

As most of you will be arriving in Yellowknife for meetings this week, I want to take this opportunity to invite you to my office--even if for only a few moments--to see the summaries a bit about what's going on and how I'm doing. I'd welcome you!

Thanks for...

SUMMARY OF STUDENT RESPONSES TO AKAITCHO CHAPLAIN'S EVALUATION

May 1991

The following evaluations and comments have been provided by Akaitcho residents on written forms administered by Dorm Supervisors.

29 male residents returned evaluations and 35 female residents totalling 64 residents (not all residents responded to every item).

Pastor Tom was rated in the following areas:

	HELPFUL	OK	NOT HELPFUL
Being present at Akaitcho	44	18	0
Taking time to listen to students	46	14	1
Leading Overnight or weekend events	44	15	1
Inviting students to Prayer/ Supper events	52	9	1
Taking students to the Raquet Club	43	16	1
Providing ways for Spiritual growth	38	19	2
Taking students to the hospital, airport, YCC, pool, etc.	46	13	3
Participating in Akaitcho activities (sports, dances, etc.)	47	14	0
Getting Along with other staff	47	14	0
Being "For" students - helping in time of need	45	17	0
Helping students "survive" school, Akaitcho, Yellowknife	43	17	0
Leading support groups for students	43	12	3

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OTHER (written in comments):

\* denotes a separate person's comment(s)

- \*he's smart, kind, caring
- \*trying to do all he can, whenever he can for everybody
- \*he does alot more and is greatly appreciated
- \*being able to trust him when you need him
- \*he's there when you need him
- \*willing to share - help us when we're sick

- \* \*being a friend
- \*sharing, caring
- \*someone to talk to and fun to be with
- \*makes Akaitcho alot better

STUDENTS' WRITTEN ANSWERS TO: "I wish Pastor Tom would \_\_\_\_\_."

- \*have a twin so he can have time to do everything
- \*do more overnight camping trips
- \*stay the way he is! He's in my mind perfect!
- \*still be the same as always
- \*be himself and no one else, he is good that way
- \*could take us for 1 or 3 times a month for pizza
- \*lead more weekend trips
- \*keep up the good influence and work
- \*bring people out on the land once every weekend
- \*not quit the job, leave town, or move outta the country
- \*keep on doing it
- \*open the gym when not in use
- \*stay at Akaitcho Hall for as long as he wants
- \*be more fun and take out some students on a trip (out of town trips)
- \*always be here everyday
- \*keep on doing what he is doing
- \*stop giving suggestion will (while?) not involved in it
- \*stay with us because he is great help being around the students
- \*sometimes stay at the dorm
- \*I like Pastor Tom and he help me with my homework
- \*keep doing what he is doing
- \*be nicer and helpful
- \*keep up his good work
- \*keep doing more overnight or weekend events-they're fun
- \*visit more often
- \*just be the same as usual

MORE

"I wish Pastor Tom would. . . "

- \*take students out on the town or out of town often
- \*never leave because he is great guy, who likes to help everyone in Akaitc
- \*really pray for us to finish school really fast
- \*have more overnights
- \*there's nothing to change about him, I like him just the way he is
- \*have more overnight and fun activities
- \*let the girls know when you're going to raquet club
- \*stay the way he is, he's great!!
- \*really pray hard for us (praise the Lord!!!)to get me out of (never mind!
- \*stay the same and won't change-he's perfect
- \*not be so goofy
- \*have more overnights and outtings
- \*have more car ride around YK and field trips
- \*take us for weekend to the island-play games and have some fun
- \*will stay the way he is
- \*spend more time at the dorm and talk to the students
- \*rent more movies to watch and more overnights at other schools
- \*have a talk to all students about what he does here
- \*keep bring(ing) students for a ride on Sundays
- \*stay cool and be who he is
- \*stay the way he is because he is a good pastor

STUDENT RESPONSES TO: Briefly list or write about a time when Pastor Tom  
has been helpful to YOU:

- \*I was upset about my grandfather and pastor talked to me about it and I felt better
- \*Pastor Tom is so helpful to be around
- \*when I was homesick...going to Anglican Church, Overnight at St. Joseph...etc
- \*when I first got here he tried to encourage me to get involved, he always gets involved, he usually organizes alot of the overnights + camping trips
- \*he helped me with a serious problem
- \*he drove us to the swimming pool & back
- \*...has been very helpful in planning alot of outings and for being kind and caring when I have problems to talk about!
- \*when he took me to Wednesday supper at church (a long time ago) and let me use the phone to phone home (an important phone call)
- \*I haven't had the experience yet but I'm sure there will be a time in the future-maybe not this year, but the next



". . . list. . . when Pastor Tom has been helpful to YOU"

- \*he has always been helpful to me if I'm feeling down. . .
- \*he has helped me when I was in trouble with others
- \*the significant times are rather personal but he has been a great help all the time
- \*help me with my homework            \*bring to airport, talking to me
- \*when I wanted to go home and he kept me here
- \*after I got out of jail for drinking-helping me forget troubles and get on with today
- \*borrowed his video machine            \*renting movies, buying snacks
- \*he really hasn't but one time he was kindof helpful
- \*not that I know of            \*gave us a ride to a volleyball game
- \*drive around, raquet club, watch movies, talking to me
- \*when I was not enjoying the times at Akaitcho, he had a chance for me + a group to overnight at St. Joseph school.
- \*being there to talk to            \*sharing things, starting a good day by saying he
- \*he told me I could stop drinking and he was right-I never drank for two months and now its not bad to drink once in a while
- \*when my uncle, my nephew, and one of my best friends all passed away.  
common ground meetings, weekend & overnight retreats, prayer/supper events
- \*ride to the airport, lent me lunch money            \*a ride home, taking to raquet c
- \*...felt a whole lot better after talking to him and grateful there was such an understanding person I could turn to when thing(s) aren't going well...just little things that mean alot...filling out an application, setting us up for Coffeehouse
- \*took me to airport the minute I asked, to campouts, understanding, good advice
- \*...ride with friends, to raquet club            \*at an alcohol (awareness) meeting
- \*bring(s) me to Wednesday supper and church, lets us use the phone to call home, always there for us
- \*about problems, how to figure things out            \*borrowed a type(writer) from hi
- \*to understand other things more and to appreciate them. He's just great to hang out with!
- \*when he brought us to YCC            \*I never really talked to him
- \*ride to airport even though he was really busy            \*using his office for AA
- \*I don't specifically remember..from my friends point of view I know he's helpful
- \*he hasn't helped me cause I never ask for it!
- \*when I got drunk one time and ended up in the hospital, he was there for me when I needed someone to talk to
- \*ride to raquet club, library, answering questions that needed answers
- \*away from drinks, renting movies, overnighting elsewhere
- \*all the time            \*a good person to talk to when I am down
- \*when I wanted to just go ride around town to keep out of liquor we went

MORE

\*...my first year. . . I went to a party. . . gotten caught by a supervisor  
He helped me rehearse on the phone about what I would say to my mom.

\*I was thinking about quitting school earlier this semester and I discussed  
it with Pastor Tom. He sat down and listened to me and really helped me  
out with his advice. It must of worked. I'm still here!

OTHER COMMENTS:

\*You have done so much for me and others that I would just like to say  
"Thanks for being there!" You're doing a heck of a job!

\*nice to have him here \*better food, but of course you know that

\*I am glad Pastor Tom is here because he makes all the tensions go  
away and he is a good friend

\*I would tell the people that he is the nices', caring, helpful person and  
gentle

\*He's great to hang out with - alot of laughs

\*not much (else) but he's quite a guy \*improve the food

\*he is doing OK right now! \*he is doing a good job and a nice guy

\*thanks for being around when some people needed you for help or to talk...

\*kind hearted, fun to be with, helpful when having a hard time (when  
homesick) - Akaitcho wouldn't be the same without him

\*...talk to us but not (at) a time where you have to do stuff...we will  
(let) you know when we want to talk to you or other

\*He's a great guy..loving...loves to help

\*the atmosphere is better when he's around. seems more calm

\*I know you've been very helpful (to) alot of people and I'm glad  
you're not a stiff shirt!

\*OK guy \*We really enjoy his outtings-keep them up!

\*he's kind - its fund when he does activities...Church/communion, overnight  
keep up the good work Pastor Tom!

\*he is a fun, caring type of person and shows genuine concern for  
students

\*I would tell the world that he is a kind, gentle, caring, and helpful person

\*Sure are a great help around here and hope you stay again next year

\*I would like him to know that he is doing a great job here and helping us  
out alot \*He is nice guy and helpful

(3 separate positive remarks not recorded--handwriting appeared the same)

ORIGINAL STUDENT EVALUATION FORMS ARE ON FILE WITH THE STUDENT GUIDANCE  
COUNSELLOR

Following is a summary of the written evaluation forms from 10 staff persons the Chaplain works most closely with (i.e., 9 Dorm staff returned forms and the Student Guidance Counsellor).

Pastor Tom was rated for the following activities:

	VERY HELPFUL	HELPFUL	NEUTRAL	NOT HELPFUL	NOT ALL HELPFUL
Presence at Akaitcho Hall					
Week Day evenings	5	5	0	0	0
Weekends	5	5	0	0	0
Noon Times	2	3	5	0	0
Being available to care for & respond to student or staff needs					
Leading overnight or weekend events	7	2	0	0	0
Listening to & consulting with staff	6	3	1	0	0
Communicating/informing staff regarding student care given, plans, etc.	7	3	0	0	0
Leading Prayer/Supper Events	6	3	1	0	0
Leading peer support & alcohol awareness groups	8	2	0	0	0
Taking students to Raquet Club	4	4	2	0	0
Transporting or accompanying students to hospital, airport, YCC, etc.	8	1	1	0	0
Promoting the Spiritual dimension of life	6	4	0	0	0
Relationship to/with students	6	3	1	0	0
Participating in Akaitcho activities	6	3	1	0	0

MORE

Continued

\* denotes a single individual

OTHER: (All rated Very Helpful)

\*A friend, a confidant

\*co-ordinating/celebrating holidays, providing records of events and activities, photos, videos, etc.

\*participates in pool activities

SENTENCE COMPLETION: "I wish Pastor Tom would \_\_\_\_\_"

\*remain at Akaitcho in his present position as chaplain

\*remain with us to help counsel Akaitcho youth

\*return to Akaitcho Hall in the Fall of '91

\*keep his voice lower in the evenings! Hah!

OTHER COMMENTS OFFERED:

\*Tom, I already forget what it was like before you were here. Your absence when you are on trips or workshops is regretted, though I know a necessary part of your work. The students seldom let us forget when you are away. I find you are a highly uplifting presence in the dorm.

\*Pastor Tom's experience and skills in dealing with teenagers are a definite asset to Akaitcho Hall. It has been a lifesaver for me in my position as Student Counsellor to have a professional counsellor so accessible to me, especially one so willing to offer guidance. I appreciate P.T.'s presence here at Akaitcho not only because of the help he is to me. I believe he offers opportunities to students that were he not here, would not exist. Examples are weekend retreats, evening trips to Prelude, Common Ground and regular excursions to the Raquetball club. A number of students continually take part in these activities. I believe they appreciate the "extras."

\*The students appreciate and respect his presence in the Boys Dorm and in general, feel that he is an important support system which they can relate to in time of need.

\*Pastor Tom is concerned with the well-being, problems, and concerns of both students and staff. A good support person to have around when a crisis develops.

\*I feel Paster Tom is a very thoughtful and caring person..always there to help out in any possible way. Paster Tom is a real asset to us all-staff and students of Akaitcho Hall. Keep up the great work Paster Tom.

(Backside, please)

# RELATIONSHIPS AT

## *Titus Risk Chart*

Timothy Titus, M.P.H.

Deaconess Press



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# Titus Risk Chart

Name _____		Date _____		Assessed by _____	
Low Risk		Moderate Risk		High Risk	
<b>Adolescent's Relationship to Past</b>					
1. History of chemical dependency in the family	• No history	• Some history of alcohol/drug abuse	• History of chemical dependency (genetic predisposition)		
2. History of additional problems	• No history	• History of some problems (i.e., adolescent stress)	• History of significant problems (i.e., learning disabilities, abuse)		
3. History of loss	• No history	• History of loss accompanied by some distress (i.e., moving, changing schools, adoption)	• History of loss accompanied by significant distress (i.e., death, separation, divorce)		
<b>Adolescent's Relationship to Self</b>					
4. Perceptions of personal capabilities	• Sees self as capable, finds accomplishing tasks reinforcing	• Unsure of capabilities, moderate willingness to try new tasks	• Sees self as a failure, avoids tasks and other learning experiences		
5. Perceptions of personal significance	• Sees self as important and needed by others	• Unsure about importance and significance to others	• Sees self as unimportant and not needed by others		
6. Perceptions of having control over environment	• Sees self as having influence over environment	• Unsure about degree of influence over environment	• Sees self as powerless to influence environment in a positive way		
<b>Adolescent's Relationship to Alcohol/Drug Use</b>					
7. Age and grade of first alcohol/drug use	• Ages 18-20, post high school	• Ages 15-17, high school	• Ages 14 and younger, junior high or elementary school		
8. Response to alcohol/drug use	• Indifferent response, "I can take it or leave it"	• Favorable response, "I like the feeling I get"	• Very favorable response, "I love the way this makes me feel"		
9. Pattern of alcohol/drug use	• No use/infrequent use (less than once a year)	• Occasional use (less than once a month)	• Frequent use (more than once a month)		
<b>Adolescent's Relationship to Family</b>					
10. Parents' response to adolescent's alcohol/drug use	• Express disapproval	• Disapprove but say nothing	• Do not disapprove		
11. Parental supervision	• Significant amount of supervision	• Moderate amount of supervision	• Very little supervision		
12. Quality of role models connected to the family (relatives and family friends)	• Stable/positive role models	• Some positive role models	• No role models or negative role models		
<b>Adolescent's Relationship to Peers</b>					
13. Adolescent's ability to build close personal friendships	• Adolescent has a good ability to build close personal friendships	• Adolescent has some ability to build close personal friendships	• Adolescent lacks the skills needed to build close personal friendships		
14. Adolescent's need for peer approval	• Adolescent has healthy concept of self and doesn't always look to peers for approval	• Adolescent seeks peer approval, but not in extreme ways	• Adolescent looks to peers for a lot of approval and goes to great lengths to obtain it		
15. Alcohol/drug-using norms of peer group	• Choice to not use alcohol and other drugs is respected and encouraged	• Peers convey mixed messages regarding abstinence and use	• Getting drunk and high is expected and acceptable behavior		
<b>Adolescent's Relationship to Community</b>					
16. Community's awareness of adolescent's alcohol/drug problem	• Community is aware of signs of adolescent's use	• Community has some awareness of signs of adolescent's use	• Community lacks awareness of adolescent's alcohol/drug problem or denies its existence		
17. Community's response to the adolescent's alcohol/drug problem	• Community has a systematic response, including intervention, treatment and aftercare	• Community has some services but not a complete continuum	• Community has little or no services		
18. Community's support of the recovering adolescent	• Community provides excellent support for the recovering adolescent	• Community provides some support for the recovering adolescent	• Community provides little or no support for the recovering adolescent		
<b>Adolescent's Relationship to Things Spiritual</b>					
19. Commitment to a formalized belief system	• Adolescent has a positive belief system that is supported by family and community	• Adolescent's formalized belief system is not well developed	• Adolescent has no formalized belief system or a destructive/evil one		
20. Commitment to other people	• Adolescent treats people with compassion	• Adolescent usually treats people with compassion	• Adolescent treats people with little or no compassion		
21. Commitment to ideals	• Adolescent has a commitment to ideals and works to make the world a better place	• Adolescent has some ideals that are not well developed	• Adolescent has few ideals and tends to find meaning in life in material things		
TOTAL		TOTAL		TOTAL	

**INSTRUCTIONS:** Read each item, determine your most appropriate response, then put an "X" in the box to the left of the response. After completing all 21 items, add the total number of responses in each risk area: low, moderate and high. This will give you an idea of your adolescent's degree of risk. More important than this total score, however, is the pattern of responses. An area of low-risk scores will indicate your child's strengths. An area of high-risk scores, however, shows some potentially troublesome issues that may require attention.

**Titus Risk Chart:** © 1989 Timothy Titus, M.P.H.

The author wishes to acknowledge H. Stephen Glenn, Ph.D., and Jane Neisen, Ed. D., for their work, which was the inspiration for the section on the Adolescent's Relationship to Self. They are the authors of *Raising Self-Reliant Children in a Self-Indulgent World*, Prima Publishing & Communications, 1988.

## A Letter From the Author

It is a challenge to bring about positive change and reduce the risk of alcohol and drug problems among adolescents. Such a change must involve commitment from all of us — the adolescent, peers, family, educators and other members of our community.

As the author of the TITUS RISK CHART, I would like this instrument to be more than an assessment tool. I want it to be a call to action. Such action might include:

- adolescents discussing peer expectations regarding use
- families communicating about their level of risk
- schools choosing appropriate prevention curriculum
- churches and synagogues supporting the family at risk
- communities providing adolescents with healthy options

I hope that the TITUS RISK CHART will help you to understand the complexity of the alcohol and drug problem. All adolescents in our society are at risk to some degree, often due to things they cannot control. It is our commitment to each other and to our community that makes it possible to reduce this risk.

Sincerely,

*Timothy Titus*

Timothy Titus, M.P.H.