



AIM Restoration Home

Formerly called Agape Restoration Center (ARC)

Reintegration Planning Workbook for

NAME

START DATE

END DATE

Table of Contents

<u>TITLE</u>	<u>PAGE</u>
1 – Desires for Her Reintegration	3
2 – Desire and Eligibility for Repatriation	5
3 – Family Tracing	7
4 – Family Assessment	9
5 – Identification Documents	11
6 – Community Assessments	13
7 – Court Cases	15
8 – Medical: History/Current Status/Post-Reintrgration Needs	17
9 – Psychosocial Status: Therapy	19
10 – Psychosocial Status: Relationship with Girls at ARH	21
11 – Psychosocial Status: Relationship with ARH Staff	23
12 – Psychosocial Status: Relationship with Others Off Campus	25
13 – Psychosocial Status: Social Interactions During Community Service.	27
14 – Parental Training	29
15 – Parental Support	31
16 – Education: Academic	33
17 – Education: Vocational	35
18 – Education: Life Skills	37
19 – Education: Post-Reintegration	41
20 – Reintegration Employment	43
21 – Type of Reintegration	45
22 – Reintegration Support Systems: Church/Government/NGO	47
23 – Appendix	53

The Desires of _____

(Print the Girl's Name)

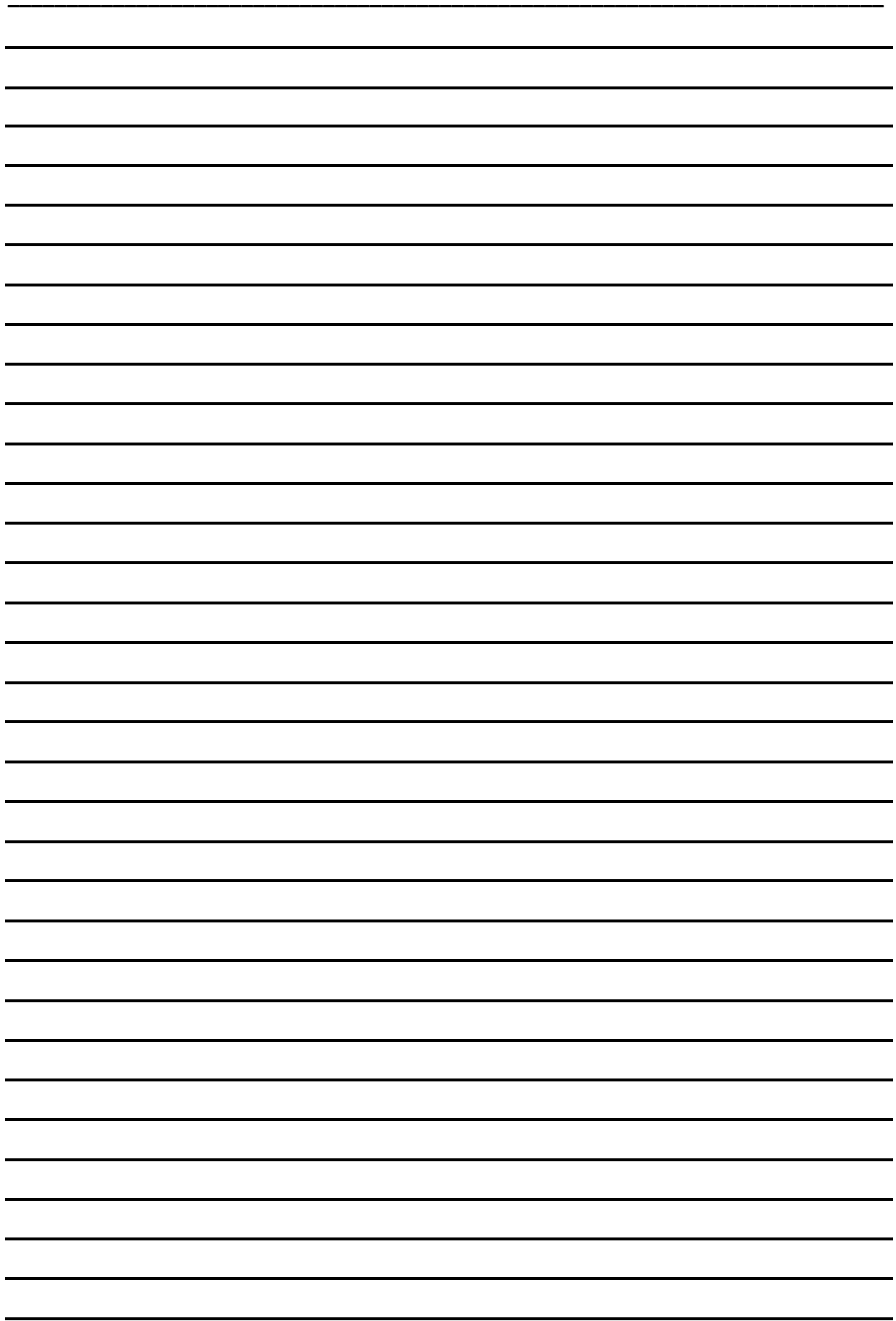
Each Girl must participate in her own reintegration. This should be an ongoing process as a girl's hopes, dreams and desires can change over time. In the space below record the girl's hopes, dreams, and desires. The Social Worker can add more pages to this section as needed.

Date: _____

Date: _____

Date: _____

Date: _____



Repatriation:

Is the girl a foreign national and eligible for repatriation? _____ YES. _____ NO.

Does the girl wish to be repatriated? (This question should be asked at least each of the girl's first four counseling sessions. It should also be made clear that she is free to change her mind at any time during her stay at ARH.)

Date: _____ YES. _____ NO.

Date: _____ YES. _____ NO.

Date: _____ YES. _____ NO.

Date: _____ YES. _____ NO.

If the girl chooses repatriation please document the process below. Follow the ARH Repatriation Policy and Procedure.

Where is the girl to be repatriated? _____

To whom is the girl to be repatriated? (List all the details, i.e. name, address, telephone number):

Use the space below to record the repatriation process (i.e. forms completed and submitted; meetings with Ministry of Social Affairs, Vietnamese Embassy, and International Office of Migration; date and place of repatriation, or refusal of repatriation; etc.) The Social Worker can add more pages to this section as needed.

Family Assessment:

Multiple Family Assessments should be conducted in order to get the most accurate picture of the girl’s family. Use the ARH Family Assessment Form (see appendix) when conducting the actual family assessment. Use the space below to record a summary of the assessment, as well as the date of each assessment. Attach any relevant documents or photos.

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Community Assessments:

Multiple Community Assessments should be conducted in order to get the most accurate picture of the community where the girl’s family lives or the community the girl wishes to be reintegrated to. Use the ARH Community Assessment Form (see appendix) when conducting the actual community assessment. Use the space below to record a summary of the assessment, as well as the date of each assessment. Additional community assessments are required when a girl is to be reintegrated to a community other than the one where her family resides. Attach any relevant documents or photos.

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Medical History:

Use the space below to record a brief summary of the girl’s medical history listing specific issues that will impact her reintegration. Include dental and eyes

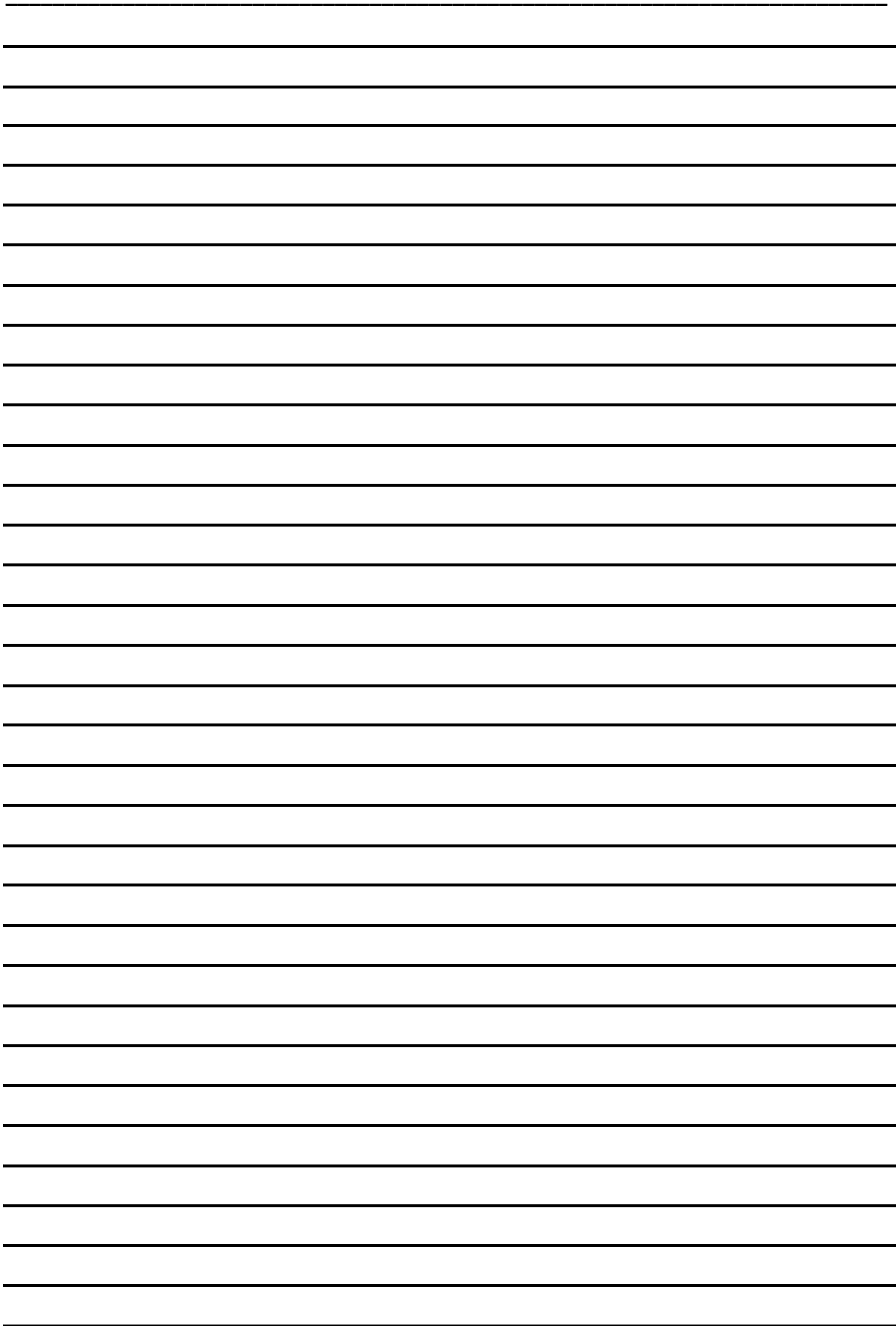
Current Medical Status:

Use the space below to record the girl’s current medical status, including medications taken.

Post-Reintegration Medications/Clinic Appointments:

Use the space below to record medications to be continued, and any doctor/dentist appointments scheduled after the girl has been reintegrated.

A series of horizontal lines for writing, consisting of 30 lines spaced evenly down the page.



Psychosocial Status – Relationship with Girls at ARH:

Use the space below to record any insights or observations concerning the girl's relationships with other girls at ARH that may helpful in the girl's reintegration. Be certain to date each entry so that a girl's progress, or lack there of, may be seen and addressed. Be certain to include your observation of the following benchmarks:

- The ability to remain relaxed, or at a tolerable level of anxiety while in social situations.
- Good listening skills, including letting others know she is listening.
- Empathy with, and interest in, others' situations.
- The ability to build rapport and make friends.
- The ability to stand-up for herself in an appropriate way.
- Making appropriate eye contact.

Psychosocial Status – Relationship with ARH Staff:

Use the space below to record any insights or observations concerning the girl's relationships with ARH Staff that may be helpful in the girl's reintegration. Be certain to date each entry so that a girl's progress, or lack thereof, may be seen and addressed. Be certain to include your observation of the following benchmarks:

- The ability to remain relaxed, or at a tolerable level of anxiety while in social situations.
- Good listening skills, including letting others know she is listening.
- Empathy with, and interest in, others' situations.
- The ability to be respectful in voicing disagreement.
- Neither clingy or distant.
- Making appropriate eye contact.

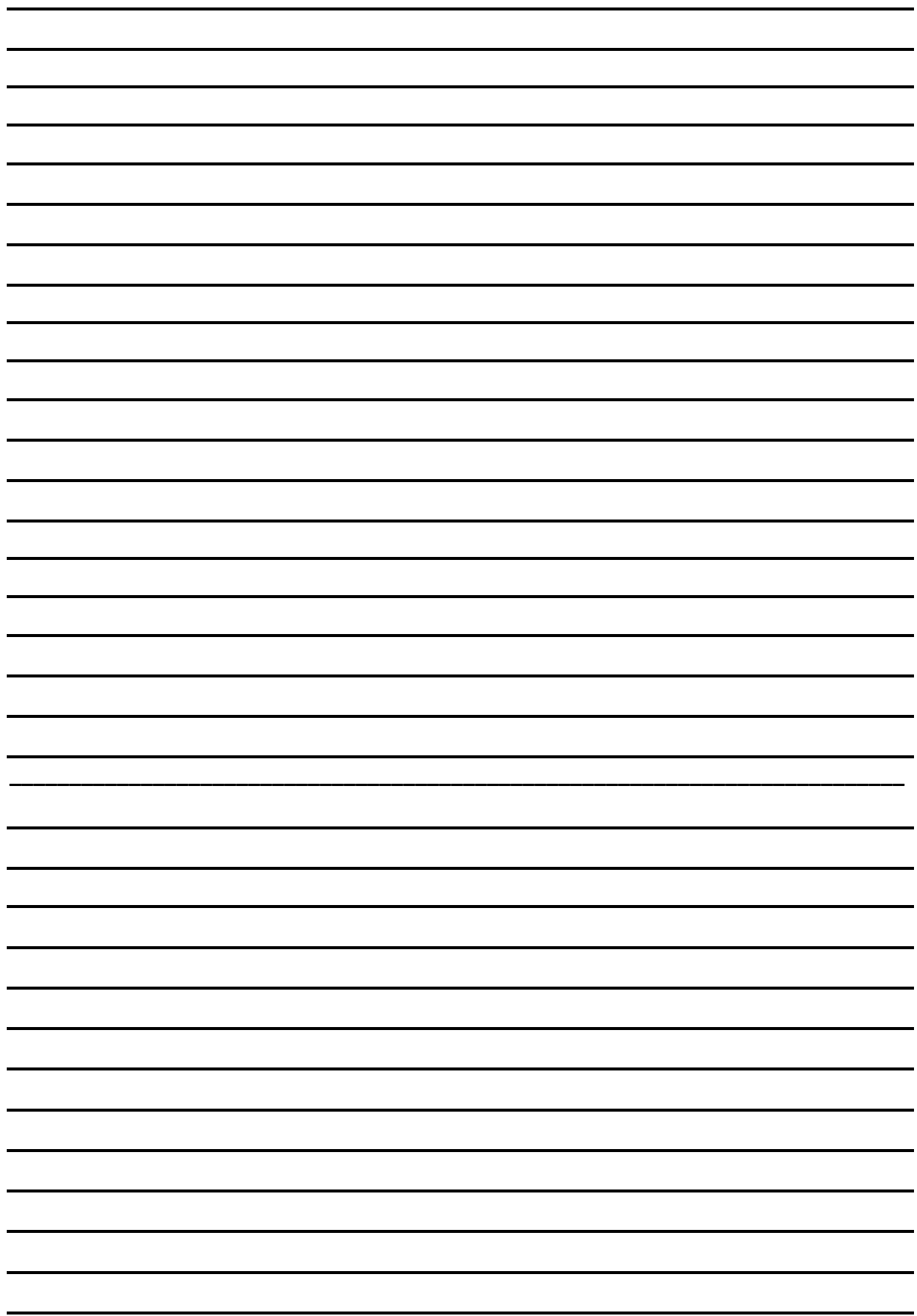
Handwriting practice lines consisting of 28 horizontal black lines on a white background.

Psychosocial Status – Relationship with Others at Off-Campus

Schools:

Use the space below to record any insights or observations concerning the girl's relationships with others at off-campus schools that may helpful in the girl's reintegration. Be certain to date each entry so that a girl's progress, or lack there of, may be seen and addressed. Be certain to include your observation of the following benchmarks:

- The ability to remain relaxed, or at a tolerable level of anxiety while in social situations.
- Good listening skills, including letting others know she is listening.
- Empathy with, and interest in, others' situations.
- The ability to build rapport and make friends.
- The ability to stand-up for herself in an appropriate way.
- Making appropriate eye contact.
- The ability to be respectful in voicing disagreement with adults.
- Neither clingy or distant with adults.



Psychosocial Status – Social Interactions During Community Service Projects:

Use the space below to record any insights or observations concerning the girl's social interactions during community service projects that may helpful in the girl's reintegration. Be certain to date each entry so that a girl's progress, or lack there of, may be seen and addressed. Be certain to include your observation of the following benchmarks:

- The ability to remain relaxed, or at a tolerable level of anxiety while in social situations.
- Good listening skills, including letting others know she is listening.
- Empathy with, and interest in, others' situations.
- A good work ethic.
- The ability to stand-up for herself in an appropriate way.
- Making appropriate eye contact.
- Expressing love and concern for those being served in a healthy way.

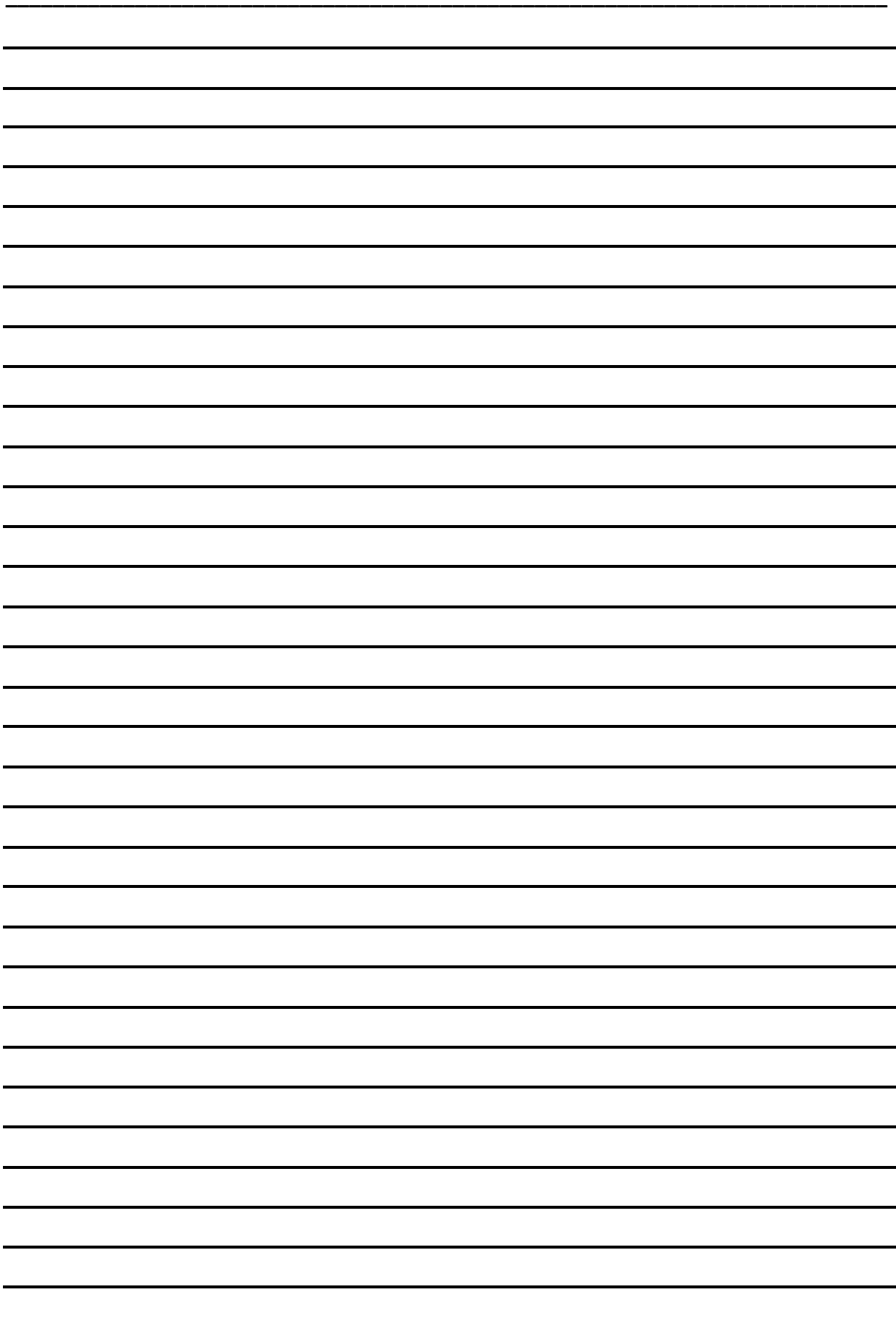
The page contains 28 horizontal lines, evenly spaced, for writing. Each line is a solid black horizontal bar.

Parental Training:

Use the space below to record the planned and completed parental training to be provided the girl’s parents. In addition, record your observations of the parents during the training.

<u>Name of Training</u>	<u>Date Planned</u>	<u>Date Completed</u>	<u>Test Score</u>
What Does the Bible Teach Us About Children?	_____	_____	_____
Caring for Children	_____	_____	_____
Protecting Children From Trafficking	_____	_____	_____
Children’s Rights and Cambodian Law	_____	_____	_____
Literacy	_____	_____	_____
Vocational	_____	_____	_____
Other	_____	_____	_____

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Education – Vocational:

Use the space below to record the following:

- a. The Girl’s Desired Vocational Training.**
Be certain to ask several times as the girl may change her mind as she learns more about the opportunities available.
- b. The Girl’s Visitation to Vocational Training Schools.**
Each girl should visit a wide variety of schools.
- c. Teachers’ Comments Following Each Semester Completed.**
- d. Any In-Sights or Observations that may be helpful for the girl’s reintegration.**

NOTE: It is important to date each entry in order to follow the girl’s progress.

Education – Life Skills:

Use the space below to record the date the girls completes each Life Skills Training Course and any in-sights or observations that may be helpful for the girl’s reintegration.

PERSONAL HYGIENE AND NUTRITION

Date Completed: _____

THE EFFECTS OF DRUGS AND ALCOHOL

Date Completed: _____

MONTHLY BUDGETING

Date Completed: _____

1ST AID/COMMON ILLNESSES AND CURES

Date Completed: _____

CONCEPTS OF LOVE AND AFFECTION

Date Completed: _____

UNDERSTANDING YOUR OWN BODY

Date Completed: _____

HIV AND OTHER STD's

Date Completed: _____

PREGNANCY AND PREVENTION

Date Completed: _____

Education – Life Skills Continued:

Use the space below to record the date the girls completes each Life Skills Training Course and any in-sights or observations that may be helpful for the girl’s reintegration.

GENDER ISSUES

Date Completed: _____

NGO AND GOVERNMENT RESOURCES

Date Completed: _____

CONFLICT RESOLUTION

Date Completed: _____

COMMUNICATION

Date Completed: _____

ASSERTIVENESS TRAINING

Date Completed: _____

PROTECTION AND KEEPING SAFE

Date Completed: _____

Job Readiness Training

Date Completed: _____

Other Life Skills Training:

A series of horizontal lines for writing, consisting of 30 evenly spaced lines spanning the width of the page.

Reintegration Employment:

Use the space below to record all details of the girl’s reintegration employment.

Employer: _____

Employer Address: _____

Employer Telephone: _____

Hire Date: _____

Position: _____

Work Hours: _____

Starting Salary: _____

Additional Comments: _____

Blank lined writing area.

Type of Reintegration:

Put an "X" next to the type of reintegration for the girls. In addition, record and comments that may be helpful in the girl's reintegration.

Transitional Living Center.

Comments: _____

Community Based Small Group Home.

Comments: _____

Foster Care.

Comments: _____

Kinship Care/Child Headed Household.

Comments: _____

Independent Adult Living Home.

Comments: _____

Family Reunification.

Comments: _____

Additional Comments:

Reintegration Support System/Local Church Involvement:

In the space below record the names, addresses and telephone numbers of the individuals and organizations that will make up the girl’s support system. This support system should involve physical, psychosocial, educational/employment, and spiritual support. An individual or organization can supply more than one type of support. The girl being reintegrated should be a given a copy of this section.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Government Involvement:

In the space below record the names, contacts' names, addresses and telephone numbers of the government agencies involved in the girl's reintegration. The girl being reintegrated should be given a copy of this section.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Partner NGO's/Agencies Involvement:

In the space below record the names, contacts' names, addresses and telephone numbers of the partner NGO's/agencies involved in the girl's reintegration. The girl being reintegrated should be a given a copy of this section.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

