Day Treatment Program

ELEMENTARY PROGRAM
FOR SOMERSET COUNTY
GRADES KINDERGARTEN -
Program Goals

- Identify each child’s strengths and talents.
- Assist children with achieving goals.
- Assist children with managing behavioral issues, which interfere with and impair his/her functioning.
- Assist children in the evaluation of his/her behaviors and development of alternatives for making positive changes.
- Assist children with involvement in activities and relationships, which are need fulfilling and socially responsible.
- Assist children with learning and using problem solving/decision making skills.
- Assist children by planning for and working toward reintegration to public school.
- Assist children with creating successful experiences to enhance their self-confidence and self-worth.
ADMISSION CRITERIA

- The child must be enrolled in Kindergarten through grade 5.
- The child’s behaviors must be assessed by the treatment team to determine suitability within the current program structure and population, IQ 60+ and not identified as requiring life skills programming.
- The child/family must participate in a face-to-face interview and program orientation with treatment team members.
- The parent/guardian must consent to a release of information to obtain relevant history containing treatment issues and concerns from agencies, schools, and prior service providers for the treatment team to review.
- The child must be referred by participating school district.
PAYMENT FOR SERVICES

A per diem for the Day Treatment Program shall be established and reviewed annually. A different rate may be pre-approved with the school district on a case by case basis if the student is exhibiting behavioral issues that require increased staffing, behavioral support or supplemental one on one time. The per diem for the Day Treatment Program shall include only non-educational costs. All educational costs, including teacher salaries and educational materials, shall be provided by the Intermediate Unit 08 and the local school district. Education Improvement Tax Credit Grants may be utilized for the purchase of supplemental educational supplies.
SUCCESSFUL DISCHARGE CRITERIA

- The child has successfully achieved his/her treatment goals.
- The child has demonstrated consistently, an ability to:
  - Follow Directions
  - Show Respect for Others
  - Ask Questions when Unclear
  - Verbalize Disagreement Appropriately
  - Use Problem-Solving and Decision Making Skills
- The child has successfully participated in an individually designed reintegration/transition plan to the mainstream classroom setting.
- All members of the treatment team have been notified including, parents/guardians, school districts, caseworkers, other services providers and are in agreement to the discharge.
UNSUCCESSFUL DISCHARGE

- The child refuses to participate in the program activities and treatment despite staff efforts to encourage, help, and support.
- All program resources have been exhausted and the treatment team feels the child’s needs may be better met in other programming.
- The child presents a persistent disruption or threat to staff and/or other children.
- The child presents issues and behaviors, which require a more restrictive level of care for their safety and well being.
The Children’s Aid Home Programs of Somerset County Day Treatment Program is located on grounds of the Children’s Aid Home. Hours of operation are 8:00 to 3:00 Monday through Friday. The Program Director, Counselors are at a ratio commensurate with the regulations. This provides for a daily ratio of approximately 1 staff member to 8 children over the ages of 6, or 1 staff member to 4 children under the age of 6. The educational component of the program is provided by an IU08 Special Education Teacher and Teacher’s Aide. Overall supervision is provided by the Program Director.

ACTIVITY PROCEDURES:

- Activities are planned to enhance social skills. They should be therapeutic in nature and should be age appropriate activities for each child. Day Treatment Program activities will remain on-grounds.
- All children have the ability to earn activities.
- The Day Treatment Program has allotted funds to absorb outing/activities expenses.
- Program Director may request for an additional allotment of money for activities by asking the Executive Director for approval.
- Community resources will be used when planning activities.
GENERAL PROGRAM INFORMATION (con’t)

ACTIVITIES PROCEDURES continued:

- All activities should be helpful to the child and should in no way be detrimental to his/her care.
- In the event that a particular program wishes to plan an activity that may be new or unique, it must be reviewed by the Program Director and the Executive Director.

PRIMARY THERAPIST PROCEDURES

Upon admission to the Day Treatment Program, each child will be assigned to a Counselor. Services provided by the Counselor include, but are not limited to:

- Formulating and implementing treatment plan based on the child’s assessed needs. This is done in a collaborative manner with the involvement of the child, parent(s) and/or guardian(s) and other service providers.
- Scheduling and facilitating Treatment Plan Review Meetings.
- Maintaining the clinical records on each child.
- Consulting with all service providers on a regular basis regarding the child’s progress, areas of concern, and treatment.
- Establishing an ongoing relationship with the child’s parent or guardian. This includes contacting the family with any immediate concerns or important information pertaining to the child.
Facilitating community meetings with all assigned children/adolescents.

THERAPEUTIC CLASSROOM SUPPORT PROCEDURES

- All children will be given support when needed from the Counselor in the academic classroom to help improve academic performance.
- Counselor will assist the Teacher and Teacher’s Aide with behavior management for those children who are having behavior problems in the classroom.
- Counselors will be present in the classroom background to observe behaviors and intervene when necessary.
- In addition to direct classroom involvement, Counselors will encourage all academic improvements and positive behaviors in the classroom.
- All children will be given the opportunity to discuss classroom and academic problems in order to solve problems, come up with new plans, or vent frustration.
- Consult with teachers regarding educational needs addressed in the IEP or other testing completed.
BEHAVIOR CONTRACT PROCEDURES

- Children can make a behavior contract to obtain privileges or small items such as personal care items, art supplies, or school supplies.
- Behavior contracts are made between a staff person and a child in order to provide encouragement for the achievement of a component of treatment.
- Behavior contracts should be written and signed by the child and staff person.
- Examples of some behavior contracts may include:
  - Completing all classroom assignments for one week, using appropriate language for a week, and getting along with peers for a week.

FAMILY INVOLVEMENT EMPHASIS IN THE PROVISION OF SERVICES

Family or Guardian input into the treatment is encouraged and valued by all team members. Many aspects of treatment involve direct family or guardian input. These aspects may include, but are not limited to:

- Family or Guardian perception of needs and limitation
FAMILY INVOLVEMENT continued...

- Family or Guardian perception of problems
- Family or Guardian assisting with the development and review of the Treatment Plans
- Treatment Plans that reflect family or guardian involvement
- Family or Guardian involvement in medication decisions
- Family or Guardian input concerning the programming, counseling, and other services that their child receives.

DISCHARGE REPORT

- All children will have a discharge report written by the counselor within 10 working days after discharge.
Unique Curriculum© The ULS is a comprehensive curriculum in that it ties the core curriculum and most state standards. The content is designed for students taking the alternate assessment and who are identified as Level 1, Level 2, and Level 3 Learners. Level 1 learners are typically students who would use a switch or other type of technology to participate in the goal – similar to the “participatory” level in the Florida alternate assessment. Level 2 students typically point to pictures from choices to respond to questions, similar to the “supported” level in Florida. And Level 3 students, similar to “independent” students in Florida, are able to read and identify correct answers. The curriculum has assessments that allow you to assess your students to determine which level is the best fit for each student.

Moving with Math© Foundations is a topic-focused, standards-based curriculum designed to build critical math concepts in three important ways: 1) by employing a standards-based assessment and learning system, 2) by using conceptually based instruction, and 3) by delivering proven results using research-based instructional strategies.
Children’s Aid Home Programs of Somerset County, Inc.
Day Treatment Program

STAFF MEMBERS

Lynne M. Sablotski, M.S., Executive Director
  B.S. Early Childhood Education, B.S. Elementary Education, M.S. Family Support Services, 23+ years of experience working with at risk children.

Ellen Forney, M.S., Program Director
  M.S. in Child and Youth Care Administration, B.S. in Social Work, 30 years of experience working with at risk children.

Melissa Pelesky, B.S., Day Treatment Counselor
  B.S. Child Development and Family Relations, 11 years working with at risk children.

Melanie Belcher, M.Ed., Teacher
  Certified Grades PK-4, Special Education PK-8, Autism PK-12, Family Consumer Science PK-12, Special Education 7-12, Behavior Specialist

Dave Worst, Teacher’s Aid
  6+ years working with at risk children, Volunteers for various special needs camps, Camp Parc Board of Directors since 2012
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PHOTOS OF DAY TREATMENT PROGRAM
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Sensory Room
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