

*Children's Mental Health Services*  
(Servicing Children and Families in the Hastings and Prince Edward Counties)

***HONEYWELL HOUSE***  
***Residential Treatment Services***



*Honeywell House*  
**Section School**  
**Treatment Program**

*Revised October 2013*



# *Residential Treatment Services Honeywell House – Section School Treatment Program*

## **Introduction and Overview**

The Hastings County Board of Education and Children’s Mental Health Services have established a mutual agreement to provide a Ministry of Education Section Classroom on site at Honeywell House Residence. The program is provided through Children’s Mental Health Services who provide the physical space and a Child and Youth Worker to the program. The Hastings Board of Education provides the program with a classroom Teacher and Educational Assistant who are supervised by the principal of the host school (Harmony Public School). The Ontario Student Records of the students attending the section school are held at our host school – Harmony Public School.

### **Philosophy**

The school program is designed to provide a continuum of therapeutic services for children and families involved in the residential treatment program. The goal of the program is to help children learn the skills and coping strategies necessary for a successful reintegration into their school and community. Accordingly, the program is organized to provide time-limited, client centered therapeutic services. Academic and treatment planning is individualized, strength based and goal oriented.

Upon entry into the school program each child’s social, emotional, academic and physical needs are considered when developing their individual plan. The child’s home school and teacher are contacted to provide input to assist us in programming that is consistent with that of the home school.

The program concentrates upon the following:

- the development of academic skills
- the development of positive classroom behaviors and work habits
- the acquisition of social skills
- the improved ability to engage in constructive interpersonal relationships
- the enhancement of self-respect
- embracing the use of assistance technology to support communication and access to the curriculum and learning for all students

The students progress is reported monthly at a scheduled meeting which involves the student, parent/guardian, case manager, commitment workers, teachers, classroom CYW, Residential Supervisor, Executive Director and any other support staff involved. It is this multidisciplinary team that assess the client’s plan of care and eventual reintegration into the community and home school.



## PROGRAM DESCRIPTION

### **Class Size/Population**

The school program has spaces for the eight residential clients in addition to two community day status placements. These community placements are reserved for former clients of the residential program who would benefit from continued specialized educational programming.

One additional space is maintained for a client of CMHS who is experiencing mental health issues in addition to significant school difficulties. The client attends the on-site section class to assess whether this intervention is sufficient to address their school / mental health needs or whether admission to the Honeywell House Residence is required.

In addition, the residential program has a 14 day emergency bed. Due to the short duration of this stay, the client does not usually attend the school regularly, as it is felt that it may be disruptive to the regular functioning of the classroom and may be difficult for a young person in crisis to manage. This client does, however, receive the same academic programming and is supported by the residential staff and the teacher.

The residential program admits clients between the ages of 8 – 15 years. As a result these are the varied ages of the students in the school program, however it should be noted that programming will be based on the individual's assessed abilities as opposed to chronological age or set grade. The average duration of stay is 30 – 90 days.

### **Student Orientation**

A pre-admission visit to the classroom is arranged. Once admitted the student meets with the Teacher, the Educational Assistant and CYW to discuss classroom routines, expectations and to develop rapport.



## Staffing

The school program is staffed by one Teacher and one Education Assistant provided by The Hastings Prince Edward District School Board and one Residential Child and Youth Worker provided by Children's Mental Health Services.

The teacher is responsible for continuing and developing the students Individual Education Plan (IEP). The teacher liaises with the student's home school, parents and residential staff to provide a therapeutic individualized and success oriented program. The teacher completes individual assessments in the areas of numeracy and literacy. The teacher provides report cards according to board requirements.

The primary responsibility of the classroom CYW and Educational Assistant is to meet the needs of the children in the program. These needs range from educational through emotional and treatment needs including behavior management. In addition the CYW is considered the commitment worker for the three students occupying the day status placements. These duties are consistent with those of a residential commitment worker.

Together the Teacher, CYW and EA work to ensure a positive, therapeutic learning environment. They cooperate on tasks that range from general organization through to activity planning, behavior management, scheduling, information sharing and record keeping/report writing.

## Reviews of School Progress

A review meeting is scheduled every 30 days to evaluate the client's progress both in the residential program and in the school. This meeting involves the whole treatment team, including the student and teacher. The school report focuses on the established goals outlined in the IEP and the revision of these goals as required. General academic progress is outlined as well.

This meeting is also an opportunity to discuss any behavioral progress or concerns by the student, parent, teacher, CYW or other team members.

The classroom Teacher and the Residential Supervisor meet monthly with the Special Education Coordinators of the local Boards of Education to review the progress of all classroom students as well as to begin planning for their transition back to community school.



## Parent Involvement

Parental involvement is an important part of the treatment process. The cooperation and support of the parent is a critical component to ensure student academic success. Efforts are made to directly involve parents in the intervention planning, decision making, delivery and review of the school program.

Parents are required to be involved through attendance and active participation in all meetings related to their child's participation in school. As well, parents may be asked to oversee homework completion.

Regular contact between families and classroom staff are implemented through meetings, phone and visits. Parents are included in the program through invitations to special events and field trips.

In December a Seasonal Luncheon is scheduled with family members being invited to join the festivities.

## THERAPEUTIC MILIEU

The school program provides a therapeutic milieu that responds to the needs of the students. In cooperation with the residence the school program provides a learning environment that systematically uses the events that occur in the daily school routine as opportunities for learning alternative behaviour. A conscious effort is made to make use of the total environment, to foster a positive caring learning atmosphere.

The following describes the components of the program:

- Therapeutic Learning Environment
- Educational Assessments
- Recreational Programming
- Behaviour Management
- Promoting Familiarity with Assistive Technology
- Transition Planning for Return to Community School



## **Therapeutic Learning Environment**

The school program provides a caring, structured, predictable, consistent environment with expectations geared to the specific developmental needs and abilities of each student. This is central in the planning and development of therapeutic learning. The daily routines of the class respect the dignity and value of the students. The class expectations are consistent and compatible with the home school as the overall program goal is to re-integrate the student back to their school and community.

Therapeutic intervention strategies and treatment issues are shared between school and residence and are used in the development of individual programming

Very simply, the children enter an environment that operates much like a regular classroom. There is one main room that includes a computer area, desks, tables for group work and a separate time out area. Also available outdoors is playground equipment, fields and a tarmac area with basketball and hockey nets.

## **Educational Assessments**

The academic program provided to the children parallels, as much as possible, the program routines and expectations of a regular community school.

A range of academic programs and curricula are offered which are appropriate to the individual learning style and achievement level of the child. All interventions focus on building strengths and enhancing competencies. The perspective is that students should achieve success.

Upon entry into the school program information is gathered from the student's home school. If the student has an active IEP it is used and revised on an ongoing basis. If there is no IEP, one will be developed with the student, parent and teacher to outline specific and attainable goals.

Prior to leaving the program an integration plan is established by the community school and multidisciplinary team. The teacher will be in contact with the home school, in particular the receiving teacher, to ensure a smooth transition of information. The CYW can be made available to assist with the transition if needed and be used as a resource for behavior management.



## Recreational Programming

The goal of recreational programming is to provide the children with consistent and structured opportunities for physical activity, social skill development and the opportunity for new and/or stimulating experiences.

The students participate in a structured physical education program that includes outdoor pursuits, use of a gymnasium of Harmony Public School and the community YMCA.

In addition, class outings into the community to make use of services such as the library are regularly scheduled.

The field trips are scheduled regularly and usually tie into special themes or topics being covered in the classroom. Trips taken in the past have included the Toronto Metro Zoo, The Ontario Science Centre, and The Royal Ontario Museum.

The school's recreational programming is designed to enhance self-respect, increase knowledge and competency of sports activities, and build social skills through modeling and exposure to different activities.

## Behavior Management

The general behavior management interventions used are consistent with those of the residential program. Specifically the classroom has agreed upon expectations for students including respect for oneself and others, applied effort, positive attitude and listening skills.

Verbal encouragement and praise are frequently given to students.

When students are not meeting expectations they are given a friendly reminder to redirect the behavior. If behavior persists students are asked to take time away where they can reflect on their behaviour and debrief with program staff to explore possible triggers/reasons for their behaviour or change in affect. They are then supported to accept responsibility and return to the classroom when they are ready.

Students who are unable to manage their behavior within this framework may be removed from class temporarily and supported within the residence. These students are given the same opportunities to return to class once the issues have been resolved. The CYW, Educational Assistant and/or Teacher are always part of the resolution process. The management interventions above provide for issues to be resolved without the use of suspension.