



CHILDREN'S INSTITUTE
for Learning Differences

Therapeutic Day School & Clinic



Creating a world
in which
every
child
succeeds.



CHILD is committed to:

- Delivering a program with a solid balance of teaching academics and developing self-regulation skills.
- Working cooperatively with school districts and providing exceptional data reports.
- Executing a quick admissions process.
- Facilitating the earliest possible return of school-placed students to referring districts.

CHILD helps students who:

- Escalate easily into agitated responses.
- Are inflexible, with limited coping skills.
- Are disruptive to others.
- Have given up as learners and are unable to sustain engagement.
- Cannot participate successfully in school, often remaining isolated or spending more time with teachers than peers.

CHILD's success is built upon:

- Meeting students and families where they are, not where we want them to be.
- Providing innovative school and therapy programs for children with a variety of complex sensory processing and learning disabilities.
- Staying committed to small class sizes.
- Moving students from feelings of failure and being overwhelmed to feelings of accomplishment—ready to engage in learning.
- Incorporating Collaborative and Proactive Solutions to help children develop increased levels of self-regulation, coping skills, and the ability to maintain relationships in order to achieve ongoing resilience.

Learn more about CHILD at
www.CHILDnow.org/school.

Therapeutic Day School Program Information



General information

Student ages served

- Elementary and middle school-aged students

Disabilities served

- Sensory processing disorders, learning disabilities, attention deficit disorders, emotional-behavioral disabilities, autism, and extreme anxiety

Classrooms

- 4 for elementary-aged students
- 3 for middle school-aged students

Classroom staffing

- 1 certified lead teacher
- Additional instructional assistants to maintain 2:1 student-teacher ratio

Hours

- 8:45 a.m.–3:15 p.m. (M/T/Th/F)
- 8:45 a.m.–1 p.m. (W)

Calendar

- CHILD provides regular school year programming and an extended school-year (ESY) 6-week program (same hours as regular school year)

Program duration

- 2–3 years for most students, after which they transition back to their home district

Clinical services

Mental health services

CHILD understands the need for mental health services. Led by a licensed mental health counselor, our staff provides on-site supportive counseling with assistance from supervised Antioch University interns (all doctoral level psychology students) who also deliver counseling and art therapy.

Clinicians

- Full-time licensed mental health counselor
- Speech/language pathologists
- Occupational therapists
- Doctoral interns from the Antioch University School of Applied Psychology, Counseling & Family Therapy
- Prevention specialists

Service minutes for SLP and OT are based on those listed in the IEP service matrix.

Special programs

Art and music

- Weekly hour-long classes offered to all students
- Additional open studio time to allow for free creative expression
- Elementary classes participate in weekly music classes

Videography

- Video specialist works with each classroom to develop movie ideas
- Students are provided opportunities to participate in script writing, directing, and movie editing

Special interest clubs

- Special interest clubs on a variety of topics are offered
- Students meet in club of their choice on a weekly basis
- Past special interest club topics: drama, gardening, technology, cooking, and yoga

IEP Information and Model of Care

Individualized Educational Plans (IEPs)

IEPs and Safety Net standards

CHILD collaborates with school districts to develop documents that help them comply with Safety Net standards.

IEP team members

- Teams include the student, parent or guardian, CHILD lead teacher, specialists (OT, SLP (depending on IEP service matrix)), prevention specialist, IEP compliance coordinator/CHILD administrative designee, and district personnel

Parent conferences

- Conferences held every three months
- School district staff members invited to attend parent conference meetings
- Aversive Intervention Plan (AIP) revisited to continually update for changing child safety needs

Data reporting and communication

On a weekly basis, CHILD provides district special education directors with a compilation of daily progress reports for each student. This allows directors to closely track student performance on designated goals.



Model of care

CHILD engages students through a relationship-based model that develops self-awareness, empathy, and self-regulation. Collaborative and Proactive Solutions (CPS), developed by Dr. Ross Greene, allows staff to identify each student's lagging skill areas and to help them develop durable solutions to unsolved problems. All students are taught and encouraged to express concerns and actively engage in problem solving with staff and other students. As a result, maladaptive behaviors decrease.

Prevention staff members engage in proactive problem solving conversations and offer immediate assistance when students experience distress.

- Prevention staff members are readily available during the school day
- All program staff trained in Pro-Act® Crisis Communication
- Select staff receive Pro-Act Restraint Certification

Learn more about CHILD's model of care and use of Collaborative and Proactive Solutions at www.CHILDnow.org/school and select "An Empathy-Based Model of Care".

Learn more about CHILD at www.CHILDnow.org/school.

About CHILD and Enrollment Information

Children's Institute for Learning Differences

Children's Institute for Learning Differences (CHILD) is a regional institute providing innovative school programs and clinical therapies that promote social, emotional, and academic development for children with special needs throughout the Puget Sound region.



CHILD is:

- A Non-Public Agency approved by the Washington State Office of Superintendent of Public Instruction (OSPI) to contract with public school districts.
- Currently partnering with 20 school districts to provide services that meet the needs of students with severe and complex learning challenges.
- Staffed by skilled professionals experienced in delivering intensive early intervention programs to elementary and middle school-aged students.
- Committed to minimal use of seclusion and restraint.
- Accommodating, responsive, and always welcomes visits and observations by school district staff or specialists.

CHILD's enrollment process

- School district contacts CHILD's Admissions & Compliance Coordinator about potential new student placement
- District sends CHILD all available current IEP/FBA/BIP/AIP documents, along with evaluation and assessment materials
- Admissions team reviews records
- CHILD informs the school district about potential for suitable placement
- District staff, parents, and potential student tour CHILD and meet with CHILD's Director of Education
- CHILD's Director of Education determines student classroom placement
- Student enrollment date assigned
- Parent/guardian completes registration packet
- Student begins at CHILD

To learn more about how CHILD can partner with you to help your students in need of transitional placement, please contact CHILD's Director of Education.

**Children's Institute
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206-232-8680

www.CHILDnow.org/school



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