

Therapeutic Day Program

Comments from Parents:

- “My daughter has never done as well as she is doing at TDP. She’s happier than she’s been in years because she can feel good about herself.”
- “The Therapeutic Day Program saved us. Your staff is non-judgmental toward me and focused totally on the student. My son made tremendous progress. Your staff was nurturing and caring and helped us all during his years at TDP. We are sorry to be leaving. I’m actually scared to death. But I know you are always there and only a phone call away. With my deepest gratitude and appreciation.”
- “I wanted to give you all something to thank you for all that you have done for my son, but everything just seemed ... inadequate. I loved the program.”

For More Information Contact ...

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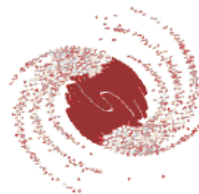
Unit Director
or

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Director of Special Education

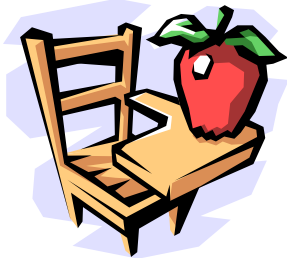
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Cooperative
Educational
Services

**THERAPEUTIC
DAY
PROGRAM**



*A Regional
Program for
Students with
Emotional and
Behavioral
Difficulties*

PROGRAM DESCRIPTION

The Therapeutic Day Program is a regional special education school placement for children and adolescents who present a variety of emotional and behavioral difficulties. Elementary, middle and high school students in the Fairfield County area, who are referred by their local school districts are eligible for placement in the program.

The program offers a comprehensive treatment approach that includes educational, psychological, psychiatric, and parent counseling/support services aimed at improving a student's overall functioning, with the goal of returning the student to a school placement within his or her own school district.



POPULATION SERVED

The program enrolls students who present with a wide range of difficulties in the areas of emotional, behavioral, social and academic functioning. Included in this population are students who exhibit disruptive and acting-out behaviors as well as students who exhibit internalizing symptoms such as depression, anxiety and withdrawal. Diagnoses common for students enrolled in the program include Bipolar, OCD, Oppositional-Defiant, ADD and Asperger's Syndrome. The students enrolled in the program are highly diversified with regard to socio-economic status and ethnicity.

PROGRAM HIGHLIGHTS

- Low Student to Staff Ratio
- Class Size 4 to 8 students
- High Rates of Positive Reinforcement in Response to Desired Behaviors
- A Highly Structured Environment with Consistently Reinforced Behavioral Limits
- A Comprehensive Behavior Management System that Includes Contingency Management and Behavioral Contracting
- Social Skills Training
- Individual and Group Counseling
- Speech and Occupational Therapy
- Nursing Services
- Individual and Small Group Instruction
- Individualized Academic Programs
- Frequent Parent Contact, Parent Counseling and Parent Support Groups
- Weekly Psychiatric Consultation
- Vocational- Transitional Services
- Educational Testing
- Computer Training

PROGRAM STAFF

The program staff includes a group of highly skilled special education teachers and teaching assistants, a clinical team consisting of social workers and school psychologists, a consulting psychiatrist, speech pathologists, occupational therapists, as well as secretarial and administrative staff.

TREATMENT APPROACH

Students with emotional and behavioral difficulties are a heterogeneous population with regard to the etiology, nature, severity, age of on-set, and chronicity of their symptoms. As such, they present with diverse and complex needs that require a comprehensive and flexible treatment approach. The Therapeutic Day Program provides such an approach by combining educational and clinical services to create a safe and productive school atmosphere that allows students to experience the security and support necessary to be successful. This is accomplished primarily by providing students with high rates of positive reinforcement in response to desired behaviors, clearly presented and consistently implemented behavioral expectations and limits, consistent and appropriate interventions in response to undesired behaviors, social skills instruction, and interactions with staff members that communicate interest, acceptance and respect for the student. There is also a value placed upon the creation and maintenance of a positive peer culture wherein students are accepting and supportive of one another and prosocial behaviors such as cooperation and self-control are emphasized.

It is the policy of Cooperative Educational Services that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program on account of their race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, present or past history of mental disorder, mental retardation, learning disability or physical disability including, but not limited to, blindness or pregnancy.