

DirectCare Community Base Services, LLC

Day Treatment

**156 School Road
Mill Spring, NC 28756
Phone: 828-894-9755
Fax: 828-286-4450**

**143 Old Waggy Road
Phone Number (828) 245-2273
Fax: 828-286-4450
Forest City, NC 28043**

**Operational & Staff Schedule
Monday through Friday
9:00am- 5:00pm**

2015



DirectCare Community Base Services, LLC

“P.R.I.D.E, Promoting Responsibility In Decision Making for Everyone”

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DAY TREATMENT

Day Treatment is a setting in which particular programs are designed to provide community-based services for children and adolescents with significant emotional and behavioral difficulties. Treatment includes partnerships with area schools, community resource providers, social services and families. Treatment also includes a wide array of services designed to meet the individual needs of children and adolescents, including but not limited to: individual and group counseling, family interventions, extensive skill building, social skill development medication management, etc. The ultimate goal is to help the students acquire a level of self management that prepares them for the successful return to their assigned school.

Student Program Expectations:

1. Respect

- Be respectful of self, other and property.
- Respect of authority by listening, following directions, accepting rules and consequences, and avoiding tantrums, splitting staff, or name-calling.
- Respect of peers by not hitting, kicking, biting, or name-calling, or intentionally hurting other's feeling.
- Respect of property by not taking things that do not belong to you, nor damaging or breaking other people's property, including the program property.

2. Participation

- Students enrolled in the program are expected to actively participate to the best of their ability in all program activities.
- Exhibit good attendance, a positive attitude, and active involvement in therapeutic, social, pre-vocational and recreational activities.

3. Sharing

- Program participants are expected to share their thoughts, feelings, and ideas with peers and staff.
- Sharing also involves taking turns, sharing supplies and sharing time with preferred activities or staff.
- Listening to others without interruptions is another example of sharing time and showing respect.

4. Follow directions

- Following directions involves listening to staff when a direction is given; clarify with staff if the direction is not clear, then following through on the task.
- It also means not doing certain acts such as leaving the room without permission, taking privileges you have not earned or defying staff.

5. Stay on task

- This includes participating in a focused manner on the activity at hand and working consistently all periods during the day.
- It means not disturbing other through talking out of turn, whistling, making noises, walking around with permission or changing the subject.

Program Levels: Middle and High School

Orientation

Level 1	Freshman
Level 2	Sophomore
Level 3	Junior
Level 4	Senior
Level 5	Pre-Graduate
Level 6	Graduate

The levels above denote a system of granting privileges to students who make progress toward achieving their behavioral and person centered plan goals. A particular percent of proficiency toward meeting these behavioral goals must be achieved over an extended period of time (a least one month), in addition to other criteria explained later, in order for the student to be eligible to move to the next level.

Orientation – (One week)

New referrals and orientation are ongoing, available every day the Day Treatment program is in session. The parents/caregivers of new referrals are expected to meet with the Day Treatment director prior to their child's formal program attendance.

All new students begin with Orientation. The primary goal of this level is to orient the student to the program and promote participation. If necessary, more than one week can be taken to complete the requirements of orientation. The student will be introduced to staff and other program participants, informed of their personal treatment goals and the entire family's goals, the requirements to progress through treatment levels, reasons for being retained at a treatment level, and the rewards/privileges to be acquired at each level. The student family will be given an orientation also. They will be indoctrinated in how they will be trained to participate in helping their child reach his/her treatment goals, and how any and all other family goals will be approached.

During **Orientation** students are expected to achieve the following.

1. Learn the program rules, treatment plan, individual goals, the level system and how progress is assessed.
2. Learn his/her schedule (academic and therapeutic).
3. Begin work on the first two individual goals
4. Become familiar with the staff and students.

During this phase the student is eligible for **Freshman** level. Feedback is provided the same as for other students. Students who pass an orientation test and achieve the minimum daily point's requirement for

five consecutive days will automatically be moved to the **Freshman** level. When the student completes orientation a special ceremony will be held where a certificate of “Welcome to the program” will be awarded.

Level 1 – Freshman (minimum of one month)

At this level students will be immersed in activities involving *Anger Management/Impulse Control*.

The student will continue to focus on personal goals that must be achieved and earn the points necessary to move on to the next level. At this level the student can be expected to perform the following behaviors at a proficiency minimum of 70%

Target Behaviors

- Controls range of emotional expressions
- Copes with anger/aggression from others
- Copes with change
- Copes with conflict
- Accepts consequences
- Accepts criticism
- Asks for help for emotions

The student receives continuous formal feedback about his/her behavior and progress with the point system. The student is eligible to earn **Freshman** level privileges. Once all goals have been achieved, the required number of points earned, she/he is eligible to move to the next level. She/he must complete a request for a level promotion and present it to the program congress.

Level 2 – Sophomore (minimum of one month)

Therapeutically, student will have *Social Skills and Communication Skills* emphasized. This is the level at which the student is beginning to feel comfortable by becoming accustomed to the program and his/her responsibilities within it. By this time the student should be showing a behavioral improvement as demonstrated by requiring fewer prompts. Again, the student will have individual goals to pursue. At this level the student will be expected to achieve the following behaviors at a minimum proficiency of 75%.

Target Behaviors

- Introduces one’s self properly
- Shows sensitivity to others (verbally and non-verbally)
- Listens attentively to others
- Initiates appropriate conversations
- Contributes to a discussion
- Compromises with others
- Demonstrates appropriate conversational skills

Level 3 – Junior (Minimum of one month)

Life Skills will be stressed at this level. This includes taking care of oneself, personal responsibility, observing laws, developing positive relationships with individuals and community agents, and developing positive habits of dependability, honesty, thriftiness, work ethics, etc. At the level the student will be expected to accomplish the following behaviors at a minimum proficiency of 80%.

Target Behaviors

- Demonstrates a personal knowledge of Strengths and weaknesses
- Makes positive self statements
- Show respect to staff and peers
- Attempts to do quality work
- Maintains good personal hygiene
- Work independently
- Not influenced by group pressure

The student receives continuous formal feedback about his/her behavior and progress with the point system. The student is eligible to earn **Junior** level privileges. When all goals have been achieved, the required number of points earned, she/he is eligible to move to the next level. She/he must complete a request for a level promotion and present it to the program congress.

Level 4 – Senior (a minimum of one month)

This is a period of stabilization of behavior. Also, it gives time for the transfer and maintenance of desired behavior to replace undesired behaviors. At this level middle and high school students will focus more closely on *Life Management Activities* and building of *Self-Esteem*. Students will focus primarily on *Conflict Resolution* training. Consequently, they will be given the opportunity to help resolve conflicts between students at lower levels. The goal at this level is for the student to become more responsible for managing his/her behavior, set an example for others and to begin to help others make positive behavioral gains.

At this level the student is beginning to take a leadership role. Students are expected to exhibit the following behaviors at a minimum level of proficiency of 85%.

Target Behaviors

- Express optimism
- Follow safety rules
- Deals with frustration
- Deals with rejection
- Deals with failure
- Prevents trouble with others
- Negotiates with others

- Solves a disagreement/self and others
- Self corrects own behavior

By the end of his level the student should be thinking about how she/he should behave to function successfully when returning to the home school. She/he should also be thinking about graduation from the program. The student be taking an active role in all aspects of the day treatment program and begin to demonstrate qualities of leadership. Once the student has achieved his/her individual goals, met level expectations and met the point requirement she/he is eligible to move to the next level. She/he must complete a request for a level promotion and present it to the program congress.

Level 5 – Pre-Graduate (minimum of one month)

At this level the student has stabilized his/her skills and behavior and has demonstrated considerable improvement. Emphasis is placed on *Self-discipline* and *Goal Setting*. The student now participates in his/her treatment plan and in setting goals for graduation. She/he begins to spend a part of the day at the home school (how much each day and whether there will be incremental increases varies among students). Therapy continues to be provided at the program center. At this level the student can expect to demonstrate the following behaviors at a minimum proficiency of 90%. Community Support Services are also available at this level to assist the student in his/her transition back to public school (if applicable)

Target Behaviors

- Manages time wisely
- Organizes tasks and activities
- Sets goal
- Formulates strategies
- Makes independent decisions
- Works independently
- Demonstrates planning ahead
- Follow through on agreements
- Gives self rewards

By the end of this level the student has demonstrated she/he has the skills to be successful in their home school. The next level will result in a complete transition to the home school. (if applicable) At the end of this level the student with participate in developing their final transition and discharge process, including goals for behavior in the school, home and community. Once a student has completed all requirements at this level they are eligible to complete a request for a level promotion and present it to the program congress.

Level 6 – Graduate (no specific time limit)

While the student gradually increase time spent in the home school (if applicable), middle school children will be reviewed on all the skills learned in the previous five levels. High school students will focus on developing *Vocational and Leadership Skills*. Behavior maintenance is the key for graduation from the program. Now the student should take a strong leadership role during time spent at the program center. The students, along with staff make his/her final graduation plan. The student should also take a student at a beginning level to mentor and hopefully assist in influencing him/her in a positive direction. At the level the student will be expected. Demonstrate the following behaviors with a minimum proficiency of 95%.

Target Behaviors

Anger Management/Impulse Control
Communication Skills
Life Skills
Life Management/ Self Esteem
Self Discipline/Setting Goals
Gives instructions
Demonstrates job interview skills
Demonstrates knowledge of how to find a job
Uses community resources
Acts as appropriated role-model.

Graduate level is the highest in responsibility and provides the greatest privileges. Being a mentor and role model is a great responsibility and honor. When the student graduates from the program she/he will receive a certificate of completion and return to the home school (if applicable). Staff will be available on an emergency basis to respond to any crisis that could be perceived as forthcoming. Any and all issues arising in the school, home or community will be treated and followed-up on. It is anticipated that it will be rare for a student to be readmitted to the Day Treatment Program.

Final Step-Down Process (Section only pertains to students that are eligible to return to school)

After the student has been reintroduced to one class at his/her home school and has gone without a behavioral disruption for at least a week while accompanied by a mental health professional, additional classes will be added incrementally as satisfactory adjustments take place. The student will continue to be accompanied by the mental health professional until an adjustment to being at school all day without incident for a week is accomplished. Thereafter, the mental health professional will meet with the student's teacher(s) and parents to ensure that the student's behavioral improvements have been maintained and stabilized. If slippage occurs, the student will be required to attend DirectCare's after school Day Treatment Program for reinforcing and strengthening of those behaviors that are necessary for successful participation in the home school.

Level Promotions

To be eligible for promotion to a higher level the student must meet two criteria: (1) attain the point requirement in his/her current level and (2) achieve their individual goals. In addition, she/he must be approved by the day treatment staff. Subsequently, the student must request and complete a Level Promotion Request form which elicits information about the student's progress. Next, their treatment team reviews the completed form and schedules them to present their request at the next Program Congress meeting. At this meeting the student must be able to explain why they are ready for promotion and what they have accomplished on their current level. The Program Congress may ask questions of the student, but their primary responsibility is to either recommend or deny the student's request for a promotion. The Congress's vote is presented to the staff by the student's therapist. A final decision is made by the staff, therapist and officers from the Student Congress.

If approved, the student is promoted to the next level the following Monday morning at a promotion ceremony. If the student isn't approved, she/he is given a list of reasons and specific things that they must do in order to reapply for a promotion.

*Program Congress – Business meetings attended by all students and Day Treatment staff to hear requests for promotions, plan special activities, etc.

Point System

Students can receive points for performing the behaviors that have just been listed above at each **Level** and by PCP goal progression. By offering the opportunity for gaining these rewards daily, students will be practicing appropriate social behaviors that should become habits by the time they complete the program. To satisfy the point requirement at any level the student is challenged to accumulate an average of 100 points a day.

If the student commits a behavioral offense during a particular time segment, their opportunity to receive points is suspended for that period (Point Freeze amount depends on behavioral infraction). Each student will have an opportunity to earn up to 10 points back if they complete behavioral restitution. Behavioral restitution can only be requested one time per day. The behavioral restitution process follows:

1. Student must request behavioral restitution.
2. Students must complete a resolution sheet
3. Student must apologize for the infraction.
4. Student must explain to staff what they could have done to promote a more positive outcome
5. Student must accept feedback from staff.

Minor misbehaviors include: profanity, limit testing, borrowing or lending, leaving assigned area, and staff manipulation. These behavioral infractions carry a mandatory point loss of 10 points.

Incidents of verbal abuse, intimidating/bullying, inappropriate sexual comments or gestures, arguing with staff, aggressive behavior, and classroom disruption, inciting/instigating and making threatening statements will result in a mandatory 50 point freeze.

Any incidents of substance abuse, smoking, possession of weapons, contraband, property destruction or assault on peers or staff will be referred to the local police department and result in a 100 point freeze.

Note: Consequences cannot be carried over to the next day nor can behavioral restitution be requested for point freezes that exceed 100 points.

Privilege System (Middle School and High)

The privilege system is the same for the middle and high school students. Privileges are available according to the student's level and his/her current behavior. Privileges can be lost or suspended. As the student moves up in levels she/he retains the privileges from the previous level.

Orientation

- a. May participate in TGIF*
- b. Receives certificate and acknowledgment from peers and staff during the award ceremony.

1. Freshman

- a. May participate in Program Congress.
- b. May participate in TGIF activities
- c. May choose one small item from the school store (weekly)
- d. Portable CD Player (One time only)

2. Sophomore

- a. May participate in Program Congress.
- b. May participate in TGIF activities
- c. May choose one small item from the school store (weekly)
- d. \$25.00 Wal-Mart gift certificate (One time only)

3. Junior

- a. May participate in Program Congress
- b. May participate in TGIF activities
- c. May choose one small item from school store (weekly)
- d. DVD Player (One time only)

4. Senior

- a. May participate in Program Congress
- b. May participate in TGIF activities
- c. May choose one large or two small items from the school store (weekly)
- d. MP3 Player (One time only)
- e. Eligible for Part-time Employment with the company

5. Pre-Graduate

- a. May be a peer tutor
- b. May have free time with another student
- c. May have 30 minutes of free computer time twice a week
- d. May choose one small and one large item from the school store
- e. TV/DVD combo (One time only)

6. Graduate

- a. May be a peer tutor
- b. May have free time with another student
- c. May have 30 minutes of free computer time twice a week
- d. May choose one small and large item from the school store
- e. Computer (One time only)

*TGIF is a total group get-to-gather every Friday afternoon. Fun Friday activities can include community inclusion activities away from the facility. There may be entertainment, play stories, etc. and refreshments. Only students that maintain their point sheet level requirements are eligible.

Individual Goals

The above 6 level point system is designed to be applicable at all 6 levels for the purposes of (1) legitimately rewarding students for appropriate behavioral demonstrations that result in the students' attainment of privileges, and (2) as partial fulfillment of the requirements for level promotions.

In addition, each student has individual behavioral goals established in their person centered plan upon entry into the Day treatment program which are given special developmental treatment, documentation, and evaluation for the purpose of providing information relative to the second criteria for level promotions. The following is a description of how this information is documented and evaluated.

Student Participation

Each student will be made completely aware of his/her personal treatment goals during orientation. Also, they will be shown how to begin to keep a journal regarding their behavioral progress toward achieving their treatment goals. Subsequently, they will be required to make a daily entry into their journal evaluating their progress. Each day student will be given two treatment goals to work on specifically. At the end of the day the student will evaluate how she/he behaved in reference to the treatment goal by documenting this information in their journal. This is the basis for a therapeutic dialogue each day.

Suspension/Expulsions

The safety and security of each student and staff member is of the utmost importance to the agency and parents that have students attending DirectCare Day Treatment. DirectCare reserves the right to suspend or expel any student that exhibits behavior(s) that could potentially endanger or cause physical harm to staff or students. DirectCare staff will utilize state approved de-escalation techniques (North Carolina Interventions) to ensure the safety of all students. Incidents of aggressive behaviors, property damage, communicating threats, possession of weapons or any other incident that endangers the safety of others will be reported to Rutherfordton County Police/Sheriff Department. If the student is under any type of probation the appropriate personnel will be contacted as well. The participating student will then be suspended from the program until the Day Treatment Director or Day Treatment Coordinator can arrange a meeting with all treatment team members to determine if the student can be readmitted to the program.

WORK FORCE DEVELOPMENT

The Work Force Development component of DirectCare's therapeutic milieu is a vital part of the day treatment program. Students will be exposed to training that directly correlates to the tasks, expectations and responsibilities of seeking and maintaining employment. The Work Force Development curriculum will address areas of Resume Development, Interview Skills, Employment Application Completion, Computer Skills Training, Job Seeking Techniques, Where to Search for Employment (News paper, Internet Etc.) How to get along with co-workers, the importance of punctuality, Professionalism in the work place and how to maintain employment. Students that maintain sophomore level or above privileges are eligible to apply for employment within the DirectCare's work program. Students will be required to complete a resume, application, and an interview prior to being offered employment with the Program. Students will have the opportunity to work up to 2 hours per week depending on their actual job. Students will be required to maintain a time sheet and have their work hours verified by there primary advocate, or

Program Coordinator. Students will receive pay checks on a weekly basis after working a week in the hole at a rate of \$6.00 per hour. At the termination of student's employment or program graduation, students will receive their last weekly paycheck. Students will be encouraged to save 10% of their weekly earnings in the DirectCare's bank. Students will receive assistance on writing checks, making deposits, withdrawals and maintaining a bank ledger. After mastery of the banking process, students will be encouraged to open an official account at an FDIC financial institution. DirectCare will also seek the community's assistance by seeking local volunteers as guest speakers.

The following positions will be available for consumer employment:

1. Bathroom Attendant
2. Multi-Purpose Room Attendant
3. Window Technician
4. Desk Technician

Each student will receive a written job description detailing their employment responsibilities. Staff should maintain close supervision of all students during their employment hours and offer assistance as needed.

Introduction to Social Skills Teaching

Social Skills are the tools that enable people to communicate, learn ask questions, ask for help, get their needs met in appropriate ways, get along with others, make friends and develop health relationships, protect themselves and generally be able to interact with anyone and everyone they meet in their journey through life. Most importantly, these skills help young people to begin to develop and build on the essential character traits of responsibility, trustworthiness, caring, respect, fairness and citizenship. These traits provide young people and adults with the internal moral compass that enables them to distinguish right from wrong, understand why it is important to do what is right, and make good choices in their thinking and behavior.

DirectCare will use the revised edition of Teaching Social Skills to Youth as a basis for the Social Skill Curriculum. All Day Treatment consumers will be required to participate in structured social skill activities for a minimum of 40 minute classroom period. Students will be encouraged to incorporate their newly acquired social skill techniques throughout the duration of their structured day. During the structured social skill session, each student will be assigned a social skill that correlated to deficiencies identified in their Person Centered Plan. Students will receive identified social skills every Monday at the beginning of the Class period and will be expected to perform the skill at a mastery level by the conclusion of the week (Friday)

The following steps describe how the social skill program should be implemented and the responsibilities of the student and the teacher.

Student receives their assigned social skill every Monday at the beginning of the class period.

Student will return to their desk and quietly review their social skill for ten minutes (Staff will offer assistance with reading the skill if needed) Students will be asked to stand before the group, give the name of their social skill and recite the steps involved in their specific skill:

Example

The name of my social skill is Giving Instructions:

1. Look at the person you are instructing
2. Begin with "Please....."
3. State specifically what you would like him or her to do
4. Offer rationales, if needed
5. Thank the person for listening and for following your instructions.

Note: Special attention should be given to student's voice tone, posture, slang terms and eye contact with the audience.

After students have recited the steps involved in their social skill, they will be asked to isolate themselves from the group for a few minutes to develop a skit that will allow them to role play their social skill

(Special attention should be focused on the students incorporating the steps of their skill into their skit)

Staff should make themselves available for assistance should the students require it.

Staff will ask other students to critique the social skill session and the role play

Staff will give feedback regarding the social skill performance

Staff will grade the Social Skill

Staff will give copies of the social skill to the students

As another means of charting students progress, the Social Skill Instructor will request permission from the students guardian to video the sessions. Taping of the sessions will be on Monday when students first receive social skill and on Friday, when students are expected to master the assigned social skill. Students that express an interest and have demonstrated trust will be asked to assist the staff in videotaping the sessions.

STAFF COPY

CLIENT NAME: _____ DATE: _____

LEVEL: _____ ADVOCATE: _____

SOCIAL SKILL: _____

GRADING SCALE – 20 EXCELLENT, 15-GOOD, 10-AVERAGE, 0-9- POOR

SKILLS	SCORE
RECITATION OF STEPS	
ROLE PLAY	
CLEAR VOICE TONE	
APPROPRIATE POSTURE	
CONFIDENCE	
TOTAL SCORE	



STAFF COPY

CLIENT NAME: _____ DATE: _____

LEVEL: _____ ADVOCATE: _____

SOCIAL SKILL: _____

GRADING SCALE – 20 EXCELLENT, 15-GOOD, 10-AVERAGE, 0-9- POOR

SKILLS	SCORE
RECITATION OF STEPS	
ROLE PLAY	
CLEAR VOICE TONE	
APPROPRIATE POSTURE	
CONFIDENCE	
TOTAL SCORE	

S. T. E. P.

Short Term Expulsion Prevention

The Short Term Expulsion Prevention component of DirectCare was implemented to afford students that experience behavioral difficulties an alternative to suspension and or program expulsion. Students that experience major behavioral infractions i.e. aggressive/assault behaviors, contraband, severe property destruction etc. will have an opportunity to mediate there differences with all involved parties and serve there suspension through there participation in the S.T.E.P. Program. Students that follow appropriate S.T.E.P. protocol will be eligible to earn 50% of there daily behavioral points. During there assigned time students will be required to complete an acceptable mediation essay, complete a mediation with all parties involved in the incident and complete the designated time in the S.T.E.P program. Students will be involved in various therapeutic and behavioral activities during there designated time in the S.T.E.P. program. Students can spend a minimum of 40 minutes and a maximum of 2 days in the S.T.E.P. program depending on the severity of the behavioral infractions and student's response to therapeutic treatment and participation.

Homebound Services

Approximately 90% of the students that attend DirectCare Day Program have the privilege and opportunity to participate in Homebound Educational Services provided by Rutherfordton County Schools. Students are expected to fully participate in all Homebound Educational activities during there designated times. Students that don't participate in Homebound services during there designated times will be placed on a non-earning status until the conclusion of there scheduled Homebound. Students that consistently refuse to participate in there homebound education (3 unexcused absences) will be referred to the Clinical Director, Intake Specialist, Educational Liaison and President to determine other courses of action as it relates to additional program modifications that can be made to motivate the students to fully participate.

POINT SYSTEM

Students can receive points for performing the behaviors that have just been listed above at each **Level** and by PCP goal progression. By offering the opportunity for gaining these rewards daily, students will be practicing appropriate social behaviors that should become habits by the time they complete the program. To satisfy the point requirement at any level the student is challenged to accumulate an average of 100 points a day.

If the student commits a behavioral offense during a particular time segment, their opportunity to receive points is suspended for that period (Point Freeze amount depends on behavioral infraction). Each student will have an opportunity to earn up to 100 points back if they complete behavioral restitution. Behavioral restitution can only be requested one time per day.

The behavioral restitution process follows:

1. Student must request behavioral restitution.
2. Student must complete a resolution sheet.
3. Student must apologize for the infraction.
4. Student must explain to staff what they could have done to promote a more positive outcome.
5. Student must accept feedback from staff.

Minor misbehaviors include: profanity, limit testing, borrowing or lending, leaving assigned area, and staff manipulation. These behavioral infractions carry a mandatory point loss of 10 points.

Incidents of verbal abuse, intimidating/bullying, inappropriate sexual comments or gestures, arguing with staff, aggressive behavior, classroom disruption, inciting/instigating and making threatening statements will result in a mandatory 50 point freeze.

Any incidents of substance abuse, smoking, possession of weapons, contraband, property destruction or assault on peers or staff will be referred to the local police department and result in a 100 point freeze. Note: Consequences cannot be carried over to the next day nor can behavioral restitution be requested for point freezes that exceed 100 points.

The daily point system is designed to give immediate reinforcement of students meeting person centered plan and treatment expectations. The point system is also used as a means of objective measurement of progression/regression of short and long term education/vocational/social/emotional and behavioral goals. DirectCare Day Program staff will use a 0, 1, 2 point system to show progression or regression in specific goal areas. All students attending DirectCare Day Program will receive a point sheet at the beginning of the day.

DirectCare Day Program Staff Responsibilities:

- Ensure that each student has a point sheet at the beginning of the day.
- Verbally inform students of behavioral averages at the end of each period.
- Inform student of point losses due to inappropriate behavior at the time of the incident.
- Document all pertinent information on the point sheet i.e. time-outs, point freezes, bonus points etc.
- Total and inform students of their average at the end of the day.
- File point sheet in student's chart

The point system allows significant others working with the student an opportunity to identify behavioral and skill deficiencies that are to be addressed as the student works towards maintaining appropriate and acceptable behaviors. All point deductions must be communicated to the student with an explanation as to why the behavior was inappropriate. Staff must also communicate expected or acceptable behaviors to increase student's growth and social skill development.

POINT SHEET

Client Name:			Client Record Number:			
Date:			Level:			
TARGET BEHAVIORS			TREATMENT GOALS (CLASS #1)			
1. Following Directions Immediately			GOAL #1			
2. Staff/Peer Relations			GOAL #2			
3. Appropriate Social Skills			GOAL #3			
4. Complete Educational Assignments						
5. Other Behaviors Noted						
<i>Off to a good start (School Readiness)</i>	<i>Being on time to school</i>	<i>Dress Code Compliance</i>	<i>Arrive with Positive Attitude</i>	<i>Arrives with School supplies</i>	<i>Arrives with Completed homework</i>	<i>School Readiness point Total</i>
8:00AM-8:30AM	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
TIME	1	2	3	4	5	TOTAL
8:35AM-9:15AM						
Therapeutic Group						
9:15AM-9:20AM						
9:20AM-10:00AM						
Social Skills						
10:05AM-10:45AM						
Current Events						
10:45AM-11:05AM						
LUNCH						
11:05AM-12:00PM						
Cooperative Play						
12:05PM-12:45PM						
Gang Prevention						
12:50PM-1:30PM						
Computer Lab						
1:35PM-2:00PM						
Journal Entry						
2:00PM-3:00PM						

TOTAL



NC Division of Mental Health,
Developmental
Disabilities and Substance Abuse Services

DirectCare Community Base Service, LLC

Area MH/DD/SA Program

CLIENT:

RECORD NUMBER:

MEDICAID NUMBER:

DOB:

Point Freeze:

Point Freeze Amount:

POINT FREEZE OBSERVATION

DOCUMENT THE BEHAVIOR(S) THAT LEADS TO THE CONSEQUENCES:

**DOCUMENT THE USE OF LESS RESTRICTIVE INTERVENTIOS UTILIZED
IN AN ATTEMPT TO AVOID ESCALATING OR NON-COMPLIANT BEHAVIOR:**

DID THIS INCIDENT REQUIRE A PHYSICAL RESTRAINT _____ **YES** _____ **NO**

DID PROCESSING OCCUR AFTER THIS INCIDENT: _____ **YES** _____ **NO**

WAS CLIENT APPROPRIATE AFTER PROCESSING: _____ **YES** _____ **NO**

Staff Signature

Date

Schedule A

9:00 – 9:45 – “Let Rap About It” & “Morning Snack” – Group discussion that allows attendees the opportunity to discuss any issues related to their day and gives the group facilitator an opportunity to assess the individual and group needs of those attending.

9:45 – 10:15 – “The Real Skills – Session I” – Social Skill Development Training...students receive social skill assignments and are encouraged to memorize the social skill steps during this session.

10:15 – 10:45 – Therapeutic Group - Students will watch videos relating to social issues i.e. Drug Abuse, Teen Pregnancy, Gangs etc. (Discussion will follow)

10:45 – 11:15 – “Vocational Training Session I” – Interview Skills, Resume Development, Employment Application Completion, Computer Skills Training, Vocation Skills Training, Workforce Development.

11:15 – 11:35 – “Have a Seat and Eat” – Lunch Time/Cooperative Play

11:35 – 12:05 – “Let’s Get Physical”- Cooperative Play and Peer Interaction session that encourages appropriate peer interactions, sharing and the utilization of appropriate social skills. Outside Recreation

12:05 – 12:35- “Community Clues & Speak on It” – Students participate in the Current Events and Effective Communication Group which consists of watching the Local/National News, Court TV, History/Discovery Channel or Read a Newspaper. Students then make a verbal contribution to the group regarding a topic observed or read during the current events segment of the group. Facilitator provides feedback regarding appropriate voice tone, posture, content, and eye contact with the audience. (Great self-esteem builder)

12:35 – 1:05 – “Vocational Training II” - Interview Skills, Resume Development, Employment Application Completion, Computer Skills Training, Vocation Skills Training Workforce Development

1:05 – 2:05 – “Let’s Get Physical”- Cooperative Play and Peer Interaction session that encourages appropriate peer interactions, sharing and the utilization of appropriate social skills. A community activity will be provided on Friday.

2:05 – 2:20 – “The Real Skills –Session II” – Students engage in role-play session regarding social skill lesson. Students are also encouraged to discuss how they utilized their skill during the day.

2:20 – 2:40 –“Rap it Up”- Group session that focuses on the events of the day as it pertains to attendees individually and their performance in groups. Facilitator informs attendees of progress, areas of concern and expectations for the next day.

2:40- 2:50- “Write About it” – Journal entry for students

2:50- 3:00- “Keeping It Clean” – Clean your area and prepare for the next day

Schedule B

9:00- 9:45- “Lets Rap About It” & “Morning Snack” – Group discussion that allows attendees the opportunity to discuss any issues related to their day and gives the group facilitator an opportunity to assess the individual and group needs of those attending.

9:45-10:15- “The Real Skills Session I”- Social Skill Development Training... students receive social skill assignments and are encouraged to memorize the social skill steps during this session.

10:15-10:45- “Vocational Training Session I”-Interview Skills, Resume Development, Employment Application Completion, Computer Skills Training, Vocation Skills Training, Workforce Development.

10:45-11:15- “Let’s Get Physical” - Cooperative Play and Peer Interaction session that encourages appropriate peer interactions, sharing and the utilization of appropriate social skills. Outside Recreation.

11:15-11:35- “Have a Seat and Eat” – Lunch Time/Cooperative Play

11:35-12:05- “Community Clues & Speak on It” – Students participate in the Current Events and Effective Communication Group which consists of watching the Local/National News, Court TV, History/Discovery Channel or Read a Newspaper. Student then make a verbal contribution to the group regarding a topic observed or read during the current events segment of the group. Facilitator provides feedback regarding appropriate voice tone, posture, content, and eye contact with the audience. (Great self-esteem builder)

12:05- 12:35 “Therapeutic Group” – Students will watch videos relating to social issues i.e. Drug Abuse, Teen Pregnancy, Gangs etc. (Discussion will follow)

12:35-1:05- “The Real Skills – Session II” – Students engage in role-play session regarding social skill lesson. Students are also encouraged to discuss how they utilized their skill during the day.

1:05-2:05- “Let’s Get Physical”- Cooperative Play and Peer Interaction session that encourages appropriate peer interactions, sharing and the utilization of appropriate social skills. A community activity will be provided on Friday.

2:05-2:35- “Vocational Training II” – Interview Skills, Resume Development, Employment Application Completion, Computer Skills Training, Vocation Skills Training, Workforce Development

2:35-2:50- “Rap it Up” – Group session that focuses on the event of the day as it pertains to attendees individually and their performance in groups. Facilitator informs attendees of progress, areas of concern and expectations for the next day.

2:50 – 3:00- “Write About It” – Journal entry for students
“Keeping It Clean” –Clean your area and prepare for the next day

Friday Schedule

Fun Friday

9:00-9:30- “Lets Rap About It” & Morning Snack”- Group discussion that allows attendees the opportunity to discuss any issues related to their day and gives the group facilitator an opportunity to assess the individual and group needs of those attending.

9:30-10:15- “Advocate Group &The Real Skills” – Students meet with their primary advocate to discuss weekly averages, fun Friday eligibility, weekly goals, PCP goals, Complete level request forms, complete structured social skills, weekly behavioral review, level advancement ceremony

10:15-11:00- “Let’s Get Physical”- Cooperative Play and Peer Interaction session that encourages appropriate peer interactions, sharing and the utilization of appropriate social skills. Outside Recreation

11:00 – 2:30 – “Community Inclusion” – Off campus activity for students that have the required behavioral average.

2:30- 2:45- “Rap It Up” – Group session that focuses on the events of the day as it pertains to attendees individually and their performance in groups. Facilitator informs attendees of progress, areas of concern and expectations for the next day.

2:45-3:00- “Write About It” - Journal entry for students,

*** Note**

Activities that are outside of Rutherfordton County could warrant an adjustment in the time that consumers and staff depart from the facility.

TRANSPORTATION/LAB TESTING

DirectCare Community Base Services Day Treatment will not provide transportation for any consumer.

DirectCare Community Base Services Day Treatment will not be involved in any lab testing for any consumer.