




DCFS Early Childhood Mental
Health Services
Day Treatment

What is Day Treatment?

- The Early Childhood Mental Health Services day treatment program is a therapeutic social group setting for children ages 3-7 with severe social and emotional concerns.
- The program provides a stable and structured setting for children to work towards building age appropriate developmental skills in order to support continued success in the home, school, and community.
- The Early Childhood Mental Health Services Day Treatment program is based on a relationship building model where children interact with their peers and gain age appropriate social and emotional skills through this social interaction.

Goals of Day Treatment

- Children who are enrolled in Day Treatment might have come from situations that due to their extreme behaviors have been removed from daycares and schools.
 - Day Treatment goals are to help children improve their social interactions and communication skills to being successful in the home, school and community.
 - Children will be assessed every 90 days with their clinical team to discuss goal objective. Children can be enrolled in the program as little as 3 months to no more than 1 year.
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Day Treatment Staff

- There are four members of the Day Treatment staff that work daily with the children enrolled.
 - Day Treatment Coordinator - Clinical lead in the classroom. The coordinator is in the classroom the entire class being support for the teachers and helping when children have tantrums and need support to rejoin activities.
 - Day Treatment Teachers - There are two teachers for each site; a morning teacher and an afternoon teacher. The program is divided into two groups; morning and afternoon and children are placed depending on age, and cognitive/developmental levels. Traditionally, morning children are 3-4 years old and afternoon children are 4-5 years old.
 - Child Care Worker (Transportation aide) - The aide is support on the transportation vehicle. They will pick up and drop off children at schools, day cares, or homes. They also support coordinators with paperwork and teachers with prep work for the classroom.

Daily Schedule for Day Treatment

AM / PM

15 mins/25 mins

15 mins/20 mins

15 mins

5 mins

5 mins / 10 mins

15 mins / 20 mins

15 mins

15 mins

20 mins / 20 mins

5 mins

2 hours/ 2.30 hours

Activity

Breakfast / Lunch

Bathroom

Opening Group/feelings

Free Play

Music and Movement

Large Group

3 small groups

Outside

Bathroom

Snack

Relaxation/feelings

Goodbye

Focus or Purpose

Table Manners, social skills

Potty Training

Socialization / information, feelings

Stimulating social interactions

Attentive listening, following instructions

Fine/gross motor, cognitions, social skills

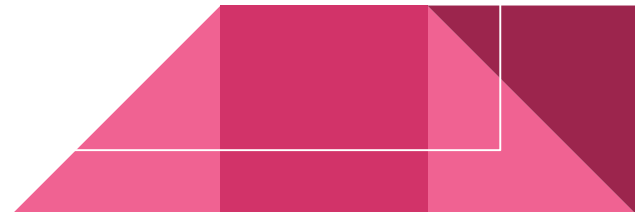
Attention, participation, language, cognition

Encouraging gross motor activities, Self-directed play
potty training

Table manners, social skills

self control, slowing down from the day

Apply the knowledge



ECMHS Day Treatment Classroom

Day treatment is a classroom setting that follows a set schedule to help promote structure for the children. Throughout class staff is helping to promote,

- Coping Strategies; (i.e. deep breathing, shooting star, balloon, use of Peace Place),
- social skills (nice words, specific words/phrases to ask for their wants and needs, making eye contact, and negotiating and compromising with peers and staff.
- Feelings identification (happy, sad, angry/mad) and to associate their feeling with an event via actively participating in two feelings groups per day.
- Personal and safety boundaries (through the use of techniques such as the “superhero pose” and learning to ask for “personal space” through the use of age appropriate communication skills.)
- Communication skills (eye contact, using specific words/phrases when verbalizing, visual cues with peers and staff, displaying willingness and ability to do so at least two (2) times per week. Children will also learn to engage in non-demand play to help improve social skills and gross motor skills)

Coping Strategies

Children in the Day Treatment program can have severe social and emotional concerns. Staff encourage children to learn coping strategies to decrease their physically aggressive behaviors and emotional dysregulation. Staff uses several coping skills from multiple models. *Conscious Discipline, Second Step* and the *Peace Begins in Preschool*





Day Treatment Modalities

ECMHS Day Treatments uses multiple models to support clients.

- Peace Begins in Preschool
- Second Step Violence Prevention Curriculum
- Conscious Discipline

Peace Begins in Preschool. A conflict Resolution and Violence prevention program.

- Children need access to more positive alternatives to resolving conflict. In order to create a culture of nonviolent interactions, we must begin to teach young children how to better resolve their problems. Peace Begins in Preschool program has been designed to provide preschool teachers with a tool to combat violent behavior in the classroom and creates a culture that encourages peaceful resolutions. This program will stimulate creative problem solving skills, personal growth and social change.
- Topics such as Understanding conflict, Interacting Cooperatively, understanding feelings, understanding communication, managing anger and resolving conflict through activities, books and play are included in this program.



Second Step Violence Prevention Curriculum

Second Step for preschoolers and kindergarteners is a curriculum kit designed to reduce impulsive and aggressive behaviors in young children and increase their level of social competence. It does this by teaching skills in empathy, impulse control and anger management.



Conscious Discipline

- Conscious Discipline empowers us to be conscious of brain-body states in ourselves and children. It then provides us with the practical skills we need to manage our thoughts, feeling and actions.
- With this ability to self-regulate, we are then able to teach children to do the same. By doing this, we help children who are physically aggressive (survival state) or verbally aggressive (emotional state) become more integrated so they can learn and use problem-solving skills (executive state). When we understand the brain state model, we can clearly see the importance of building our homes, schools and businesses on the core principles of safety, connection and problem-solving.
- <https://consciousdiscipline.com/methodology/brain-state-model/>

Requirements to be Enrolled

- Active in Family Therapy
- Child must be 3 years of age
- Current mental health diagnosis
- Medicaid Fee for Service, BCBS Healthcare Solutions, or Uninsured.
- Private insurance upon review
- Must meet current State of Nevada classification of Severely Emotionally Disturbed (SED). This assessment will be provided if needed.

