

*** IDT in Brief:**

- * Students in acute emotional crisis can receive support at home and in school, rather than facing hospitalization or placement outside their homes.
- * Children and adolescents who are reentering the community from hospital or residential placement can receive short-term transitional services.
- * Once a child is referred to IDT, complete mental health evaluations are scheduled immediately, followed by a team meeting with parents and school district representatives.
- * The IDT clinical and educational team provides intensive support to achieve short-term goals of reducing symptoms and regaining pre-crisis behavior patterns within 30 days.
- * The program can serve children from ages 12 - 18.
- * Parents participate fully in treatment and crisis intervention.
- * Transition to the home school can begin within one week of admission to IDT.



The Intensive Day Treatment Program is designed to support students during a time of crisis or reentry to the community, easing them back into the routine and reality of everyday life.

IDT is cost effective. Its goal is to keep children in their own community and home school, rather than in placement. IDT eliminates the need for home instruction.

The program is short-term and transitional, yet comprehensive, linking the family, the home school district, and local mental health and educational systems. It relies on other community services to provide follow-up in the areas of housing, substance abuse and mental health. A staff of highly trained professionals meets daily with a class of up to 12 students

For additional information, contact the IDT Program at (914) 328-0793 • Fax (914) 328-6954.

Short-term treatment and transition for children and adolescents in emotional crisis or returning to the community:

The Southern Westchester * IDT Program

*** Intensive Day Treatment**

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operated by

Southern Westchester BOCES,

THE BOARD OF COOPERATING EDUCATIONAL SERVICES

the school districts of
Southern Westchester County

and

Rockland Children's Psychiatric Center

In cooperation with the

Westchester County Department
of Community Mental Health

IDT Overview

IDT helps young people who are experiencing an emotional crisis by identifying and addressing related problems at home, at school and in the community, all within a two to four week period of intensive services. IDT also helps students make a stable transition from hospital or other placement to the community and home school district. Students should be 12 to 18 years old and eligible for regular or special education placement. IDT is appropriate for children and adolescents with long-term functional problems when they are in crisis and can be stabilized to pre-crisis levels. Children with persistent disorders, but not in crisis are not considered for admission.

Referrals

While hospitals, crisis services, outpatient services, and other therapeutic agencies recommend IDT, all referrals must come from the student's school district. The parent/guardian and the student must approve of the referral and participate in the intake assessment.

Evaluation

Intake evaluations are scheduled in a timely fashion. Evaluation and treatment planning are a collaborative processes involving the student, parent/guardian and the school liaison. For those students not admitted, the IDT Team provides recommendations for alternative services.

The IDT Team

Mental Health Professionals

A child psychiatrist and a psychologist and/or psychiatric social worker along with the student, and their parent/guardian design a treatment plan to stabilize the behavior of each child/adolescent. The objectives are to eliminate crisis-producing behavior and to augment skills needed at school and home.

Educators

A special education teacher and a teacher assistant implement each student's educational plan, which uses the home district's curriculum, textbooks and examinations. Students are able to return to their own classrooms free from the stress of catching up academically.

School Liaisons

Each student has a liaison from his or her home school. The school liaison initiates the referral, contacts the parent/guardian and provides IDT with information about the student's academic level, current course schedule, transcript and general school behavior. The liaison participates in the intake, coordinates academic work between their school and IDT and facilitates reentry to school.

School District Teachers

The child's school district teachers are expected to provide past and current assignments to the IDT teachers and grade completed work. The district's teachers provide academic support to students as they begin their return to school.

Families

The support of families is essential for success. IDT provides a bridge between home and school, so that parents become partners in the educational process. Parents meet regularly with the IDT team to discuss progress. When treatment and educational goals are not being met, parents are expected to support IDT, usually through a parent-child-team conference. IDT provides information, referral and advocacy services for families needing further assistance.

IDT Service Continuum

Three components of IDT enable a quick and successful return to the student's home school and community programs.

IDT Class

Students receive supportive, focused treatment and educational tutoring to alleviate the emotional crisis and meet the home school's academic expectations. In daily therapy, they discuss feelings, behaviors and class work related to their return to the home school.

Transition

Although case specific, transition usually begins within a two to three week period. Transition provides the student with a self-test, demonstrates academic readiness and identifies problems requiring attention at IDT. Furthermore, transition allows the student to slowly reintegrate into their previous setting.

Aftercare

Students leave IDT with an individualized aftercare plan, which includes appointments with mental health providers. The flexibility of the home school is crucial to success following discharge. To alleviate emotional stress and maintain symptom reduction, IDT may recommend a modification in the school schedule and/or request further evaluations by the student's school district.