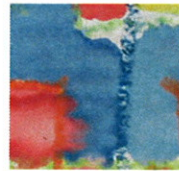


Admission Criteria

1. Lake County resident.
2. Ages 6 - 17
3. Meets criteria for severe emotional disturbance (SED) as defined by the Ohio Department of Mental Health.
4. Has an IQ of 70 or higher; children with IQ of 60 or above may be considered for admission if there are indicators that emotional/behavioral problems or environmental stressors have resulted in a lower IQ score.
5. Exhibits behavior(s) of significant severity that warrant placement in an intensive, highly structured Partial Hospitalization Program.
6. Parent(s)/guardian(s) are willing to comply with program expectations as described in PHP's Parent Handbook.
7. For admission during the academic year: has an IEP for ED (Emotional Disturbance), or another educational disability, and is approved for admission to PHP by their school district. A child may be admitted under an "at risk" category without an IEP when there are clear indications that the child is in need of an intensive day program, meets the other admission criteria and has the approval of their school district*.

* Admissions to PHP's summer, non-academic program do not require school district approval.



For further information, contact:
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Crossroads

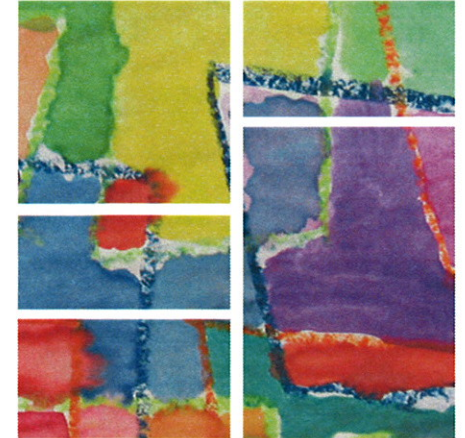
Making a Brighter, Happier and Healthier World for Children



Crossroads
 8445 Munson Road
 Mentor, OH 44060



Crossroads
Partial Hospitalization Program
[PHP]



Art by Bobbi, age 14



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Partial Hospitalization Program [PHP]

Program Overview


The Partial Hospitalization Program [PHP] is a collaborative program involving Crossroads and the Lake County Educational Service Center. The program is designed to meet the treatment and academic needs of Lake County children and teens experiencing significant emotional and/or behavioral problems.

The non-residential program day is carefully planned so that each child participates in a variety of treatment activities and also receives academic instruction in a highly structured classroom setting. (There are no academics during summer PHP.) Special rules and incentives are used to encourage positive attitudes and behaviors.

Parents are kept informed of their child's progress via progress reports that are sent home, by phone calls to report significant behaviors, at family therapy sessions, and during review and IEP meetings. The goal of our PHP is to, within a time-limited period, provide an individualized treatment experience that results in the child being able to lead a more stable and successful lifestyle.

There are eight areas that form the foundation for a child's successful treatment at PHP:

1. A comprehensive assessment is completed that identifies the child's specific emotional and/or behavioral problems, the child's strengths and abilities, and resources available and/or needed in order for the child to have a successful treatment outcome.
2. A treatment plan is developed with clearly defined and individualized goals/objectives that is agreed upon by the child, parent(s)/guardian(s) and treatment staff.
3. A therapeutic alliance is developed and maintained as much as possible between the child and treatment staff. This alliance is viewed as essential in order for the child to be more open and less resistant to the treatment experience.

4. The child's parent(s)/guardian(s) and the treatment staff maintain a positive working partnership. The child's parent(s)/guardian(s) are the most valued and influential resource for the child. Therefore, the active involvement by the parent(s)/guardian(s) in their child's treatment is essential if there is to be a successful outcome.
5. The child actively participates in all their Crossroads therapies. These include, but are not limited to: individual, family, group, recreational, art, anger management and social skills therapies. Parent(s)/ guardian(s) and other family members attend family counseling and other family focused treatment activities.
6. The child's strengths and accomplishments are recognized and fostered on a regular basis. This is accomplished at PHP in many different ways. It can be as spontaneous as staff catching the child doing good (e.g. giving verbal praise or "thumbs up" for handling frustration in an appropriate way).  Also utilized is our "Island of Competency", where shortly after admission, staff help the child identify a specific positive skill they have and then encourage the child to use it to help benefit others. (Note: It is not unusual for a child to believe they have no such skills, but in our experience, all children do). A designated staff member also serves as a child's "therapeutic coach". Parent(s)/ guardian(s) are also notified of a child's "positive significant behavior" exhibited during a program day.
7. On a regular basis, the child attends and participates in the academic instruction provided by their PHP teacher and educational aide. Although a child is admitted into PHP due to treatment needs, and not due to academic problems, it is of vital importance that the child accomplishes goals

listed in the IEP during their PHP stay. By doing so, the child will, after discharge from PHP, be better able to continue their education without having fallen behind.

8. Discharge planning needs to take place well in advance of the child's discharge from PHP if possible. This requires the active collaboration of the parent(s)/ guardian(s), child (if age appropriate), local school district staff, and Crossroads treatment/teaching staff.

Program Fees

Treatment fees: Although Crossroads is a non-profit agency, it has a responsibility to be self-supporting and its various funding sources do not cover all of the costs of providing services. The basic fees are determined by the actual cost of providing the service. PHP and other Crossroads services may be covered by private insurance, Medicaid or other third party resources.


Academic fees: A child's local school district pays for the child's academic cost, contingent on the school district granting approval for the child's admission. (Only the school district's superintendent, Special Education Director/ Coordinator, or their designee can grant such approval.)

Treatment

- Provided through individual, group and family therapies.
- The program assists each child, depending on their needs, with improving self-control, developing skills for better social and family relationships, learning about and expressing their feelings, and improving self-esteem.

Academics

Crossroads operates three ODE-funded special education classrooms that serve youth with severe emotional disorders. These include primary, middle and high school age classrooms. The special educa-



tion teaching staff are employed by the Lake County Educational Service Center and are fully integrated into the PHP multi-disciplinary team. PHP's classrooms are highly structured, and provide a variety of positive reinforcements to encourage learning. Group projects and hands-on experiments are an important component of the learning experience.

Transportation

Provided by individual school districts during the school year, and by parent(s)/guardian(s) or Crossroads agency van during the summer program.

Program Hours

- **School Year Program – 9 a.m. - 3 p.m.**
- **Summer Program (Non-Academic Treatment) – Flexible Hours**

Population Served

Males and females, ages 6 - 17, experiencing significant emotional or behavioral problems.

Presenting problems may include, but are not limited to, mood disorders (depression, bi-polar disorder), anxiety disorders, substance abuse, obsessive-compulsive disorder, ADHD, oppositional and conduct disorders, autism, psychotic disorders, attachment disorder and borderline personality disorder. (See back cover for admission criteria).

Staffing

PHP maintains an excellent staff to child ratio in order to assure that each child is provided with effective therapeutic and academic attention in a safe environment. As needed, a child is provided with one-to-one attention as well as crisis management.

Our experienced professional staff include licensed therapists, an art therapist, special education teaching staff, and child/youth and social skills specialists. A supervisor is regularly on-site during the entire program day. 