



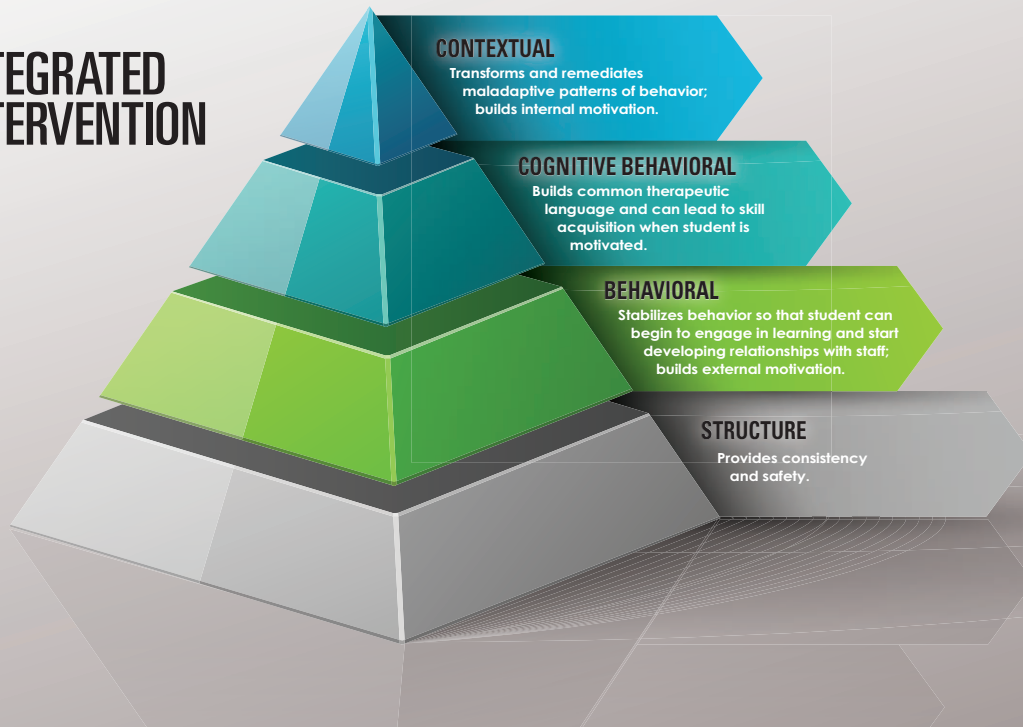
Serendipity's Mission is to provide the best environment for our students to heal and become educated, productive community members.



Integrated Intervention Model Fact Sheet

As the guiding philosophy for our therapeutic school, Serendipity embraces the principles of Re-Education. These focus on the strength inherent in each child, employing a variety of perspectives and experiential approaches to thoughtfully move students towards independence.

INTEGRATED INTERVENTION



This model reflects the hierarchy of intervention practices utilized at Serendipity.

Integrated Intervention at Serendipity

The Integrated Intervention Model is the framework in which Serendipity provides the environment for students to heal and to learn. It is our model for conceptualizing, planning, and delivering care within the milieu of our therapeutic school. Serendipity's Integrated Intervention Model recognizes that context is a major factor in the manifestation of maladaptive behaviors. Therefore, both thoughtfulness and intentionality are required when responding to

behaviors that erode the learning, relationships, and self-esteem of our students.

The model, originally developed by Dr. Wilson and Cassandra Kenney of the Center for Integrated Intervention, allows for the treatment of maladaptive patterns of behavior through the lens of the three strongest theoretical approaches for helping children with social/emotional difficulties: **Behaviorism**, **Cognitive Behaviorism**, and **Contextualism**.

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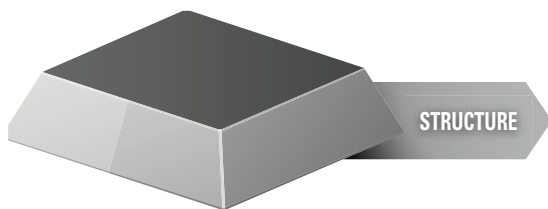
Serendipity Center Integrated Intervention Fact Sheet

Coaching is an intervention that incorporates de-escalation, skill building, insight, empathy, self-reflection, and trust.

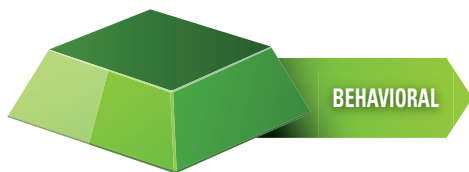


In Practice at Serendipity

In practice, Serendipity incorporates all approaches within the model to shape every aspect of a child's experience at school. Structure, Behaviorism, Cognitive Behaviorism, and Contextualism inform how expectations are communicated, the routine of school day, the physical arrangements of the school and classrooms, and how the individual relationships between our students and staff members are built and maintained.



- **Structure** is delivered through consistency and routines, supported by visual and environmental prompts. Pre-teaching of skills, and pro-active rehearsal of alternative behaviors help students experience success within the defined structure.



- We manipulate antecedents and incentivize desired behaviors by using **Behavioral** approaches. Even with behavioral interventions, however, the context of each student's individual history and world view guide the Behaviorism framework.



- We teach social/emotional lessons in classes, small groups, and individually to help students gain insight into their thoughts, feelings, and how these impact behaviors by using a **Cognitive Behavioral** approach. Often, integrating Behavioral Interventions into the school day motivates students to initiate or sustain the difficult work involved in making meaningful change through Cognitive-Behavioral exercises.



- Throughout a student's enrollment, we put emphasis on the development of the therapeutic relationship. Efforts to establish trust and rapport are guided by each student's **Contextual** Road Map. This is a companion document to both the Behavior Support Plan and the IEP (Individual Education Plan). Based on clinical assessment, the Roadmap communicates insight into a child's world view, preferences, triggers, and learned coping strategies. Most importantly, the Contextual Roadmap lists those interventions that are indicated and those that are contra-indicated based on a child's clinical profile.

The strengthening of relationships made possible by understanding the Context of each child's story gives power to our Behavioral and Cognitive Behavioral approaches and makes all interventions targeted and effective. Each approach informs the others and, while one approach may be utilized more heavily than others at times, they are incorporated in pursuit of healing and learning for the children in our care.

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Serendipity's Core Beliefs, drawn from the Principles of RE-Education:

- Trust is essential.
- Feelings should be nurtured.
- Groups are major sources of instruction.
- Community must be experienced to be learned.
- Intelligence can be enhanced.
- Competence makes a difference, especially with schoolwork.
- Self-control can be taught.
- Physical experiences help us define ourselves.
- Now is when life is to be lived.
- Time is an ally in support of positive changes
- Ceremony and ritual give order, stability, and confidence.
- Joy should be built into each day.