



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

Mental Health Services 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.



Creating a bridge for students to overcome obstacles to healing and learning is the focus of school-based care.

Therapeutic services, as defined by Serendipity's model, are mental health supports integrated into a special education school program. Young people are not placed at Serendipity for solely academic reasons, but for behavioral, developmental, and/or mental health challenges that prevent placement in less restrictive educational settings. The primary focus of Serendipity's mission, therefore, involves emotional and behavioral growth. Services fall into two related categories. The first includes traditional treatment and treatment planning/ coordination services. The second category consists of treatment strategies implemented in the milieu of a day school.

Traditional Clinical Services

Each student is assigned a master's level clinician to oversee service delivery. These clinicians, supported by our consulting psychiatrist and Treatment Director, coordinate care for their students within Serendipity's multi-disciplinary teams, with parents/guardians, and with outsider providers.

Services include the following:

- Mental health assessments
- Coordination of care with other professionals and team members
- Support parents and guardians in understanding the treatment process and in becoming meaningful participants in their students' treatment
- Individual psychotherapy when appropriate
- Art therapy when appropriate
- Group psychotherapy when appropriate
- Family support services
- Psychiatric consultation

Group process is important for young people to build community and acceptance.



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Treatment at Serendipity is collaboratively planned and individually delivered.

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.

Treatment Integrated into the Milieu

It is the integration of treatment services into the milieu of a classroom that defines Serendipity as a Therapeutic School. Services that are delivered by the milieu staff fall under the umbrella of cognitive behavior treatment and psycho-educational approaches.

The treatment focus and prioritized goals established by the Clinical Case Managers guide teachers in designing curriculum that promotes social skills and emotional regulation. The same social and self-regulation skills are practiced and reinforced in therapeutic recreation classes, therapeutic garden classes, structured play, and wellness. We consider these universal interventions and deliver them to all students.

More intensive interventions are individually designed and delivered. They target cognitive restructuring and utilize practices consistent with our theory base (Collaborative Problem Solving, CBT, rehearsal of replacement behaviors, etc.). Some students need even more intensive services, which can include crisis intervention, verbal de-escalation, and emotional restoration/stabilization. There is no part of a child's school day that is not designed to address both treatment and educational goals. Similarly, there is no part of a child's school day during which our structure and approaches are not adjusted to accommodate clinical needs.

Clinical consultation and supervision occur on both a scheduled and informal basis. Interpretation of mental health assessments and any subsequent changes to mental health assessments are regular topics in clinical consultation with classroom teams. Also prioritized is the review of data indicating responses to interventions and progress on treatment goals. By truly blending mental health support into a special education setting, the whole student is always considered and understood by taking into account that student's context and circumstances. It is our belief that by providing this level of support, our students become more stable and ready to make lasting changes.



Trusting relationships are at the core of effective treatment and Serendipity's Re-Education philosophy.

For more information, please contact:

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