



PEP Day Treatment Centers

Building Skills That Will Last a Lifetime

In the past, we would find a program that could meet his academic needs or his mental health needs. Finally we have a program that meets both. I have seen such a wonderful positive change in him. His communication has improved; I can tell he's thinking differently.

Berea parent of a PEP student

I always felt respected by the teachers. Even when we disagreed, the conversations were always positive. Positive teachers can turn students into positive students. My daughter turned her life around thanks to PEP.

Cleveland parent of a PEP student

Positive Education Program's (PEP) Day Treatment Centers (DTC) serve school-age children and youth who have been diagnosed with an emotional disturbance in an integrated education and mental health environment. These centers serve as both the school and the therapeutic treatment center for these children and youth. PEP's eight centers are located throughout Northern Ohio and have the ability to serve children with multiple disabilities.

PEP strives to create a therapeutic environment where there are expectancies for normal, healthy behavior; where competence is stressed; and where energy is focused on finding and building strengths that promote positive growth.

Behavioral strategies and positive interventions and supports provide the predictability, structure and consistency young people need to succeed. Individual and group meetings, lessons and activities are used to teach new ways of perceiving, thinking, feeling and behaving. Individualized programming builds functional skills and academic competence that promote cognitive and social-emotional growth and development.

The decision to enroll a child in a day treatment center is made by the parent in partnership with the school district. The actual referral is made by the school district.

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Services to Families

Working beyond the classroom, PEP partners with parents, families and other significant adults in the child's life to create consistency between the school setting and the home, neighborhood, community and work place. Efforts to effect change within the child's life outside of school are made to support lasting behavior change that provide continued hope and optimism for the future. Each child is assigned a case manager who becomes the primary liaison between the center and the family. This person strives to build supports for the child outside the center so that he or she will one day be able to effectively transition back to the public school.

In addition, each center has a Family Support Liaison. These caring adults are parents of past or present PEP clients and know firsthand what our families are experiencing. Because of their own experiences, they can provide direct peer support to parents and can effectively facilitate parent groups.

Supportive Programming and Staff

At PEP, children receive highly individualized attention. Small classes of no more than ten students are led by teams of highly trained professionals. The classroom team works together to construct meaningful and appropriate learning plans for each child. Together, they integrate a day that weaves academics, social-emotional skills development and group work to help students build skills to successfully learn and grow.

Outdoor education, art and music, service learning and community-based experiences are important components of the day treatment center experience as they naturally integrate opportunities for academic learning, therapeutic interventions and social-emotional skills development.

Day treatment centers are staffed by numerous professionals with expertise in a variety of fields, all working together as a team to provide the best solutions for children. Teachers, administrators, psychologists, nurses, office managers and others work collaboratively to lend their expertise and support to ensure each day treatment center is a healthy, positive environment for students and staff alike.

Specialized Centers

While all eight PEP Day Treatment Centers work with children and youth with serious emotional, social and behavioral challenges, three centers have additional specialties:

- **PEP Phoenix** specializes in serving children with significant cognitive delays.
- **PEP Prentiss Autism Center** (formerly PEP Harbor) specializes in serving children and youth ages 5-22 with autism spectrum disorder and other complex developmental disabilities, all of whom are experiencing significant impairments in communication.
- **Midtown Center for Youth in Transition** is designed to meet the specific needs of troubled teens transitioning to adulthood. Personalized programs are designed with each student to facilitate their high school graduation, preparedness for work and career, community participation, independent living and lifelong learning.

Associated with Educational Service Center of Cuyahoga County
Contract Provider of Alcohol, Drug Addiction and
Mental Health Services Board of Cuyahoga County.
Accredited by CARF: Commission on Accreditation of Rehabilitation Facilities
A United Way Agency

When we came to PEP, I thought it would be the end of the road.

As it turned out, it was the beginning. The staff accentuated the positive in my son, and his successes were celebrated. They challenged him academically and tailored the program to his specific needs. I look at him sometimes and can't believe it is the same child. In fact, the other night my son said to me, "You know, Mom, my teachers at PEP saved my life."

Mayfield parent of an PEP student