

# THERAPEUTIC DAY SCHOOLS

With therapeutic day schools in Berryville, Richmond and Winchester, Virginia, Grafton provides comprehensive, structured and customized educational services for students aged five to 22 and includes K-12 as well as career and technical training. Our research-based approach to instruction includes informal and formal assessments, curriculum alignment, mapping and data analysis.

Grafton serves individuals with mental health challenges, and intellectual and developmental disabilities, as well as those with co-occurring diagnoses. We are also able to serve students with high-functioning Autism. In fact, we are at the forefront in working with individuals on the Autism spectrum, having worked with this population throughout the past six decades.

We often accept — and, based on clearly defined indicators, are successful with — the most challenging students. In many cases, the needs of these students exceed what traditional schools are able to provide.

Our approach is person-centered, trauma-informed and data-driven, with each plan of care as unique as the individual it serves.



*"In public school, [my son] was spending as much as four hours out of a six-hour day in seclusion...I asked how much time was spent in seclusion at Grafton. The answer? None."*

- Grafton Parent

## Recognition

Grafton's minimization of restraints initiative has been recognized by:



## Accreditation

Grafton's specialized therapeutic community living options are accredited by:



## Licensing

Grafton's therapeutic community living options are licensed by:



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For more information on Grafton's therapeutic day schools, see contact information below.

## Contact:

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## A Different Kind of Private Day School

By combining special education and behavioral health — balancing academic and functional skills — we allow students to recognize and use their strengths to achieve success in learning across diverse subjects and environments.

We exceed behavioral health quality standards to determine what and how much a student can achieve on a highly individualized basis. In addition to looking at overall quality of life standards — such as level of independence, vocational participation and opportunity to demonstrate voice and choice — we take into account the student's unique strengths and needs. The wishes of the student and family are made a focus of the individualized education program (IEP). Further, we collaborate with the student's family and other supports to ensure that he or she will have the resources needed upon returning to his or her home community.



## A Trauma-Informed Approach

Grafton's philosophy is one of comfort versus control. We recognize that students with intellectual disabilities or mental health challenges will inevitably face frustrating circumstances on a daily basis; these situations do not have to be artificially constructed. Rather than seeking to control the student through manipulation or coercion, we monitor behavior in a natural setting. In this way, we are not forcing potentially traumatizing circumstances on the student, but are able to provide appropriate support when obstacles arise during the school day.



## Monitoring, Measuring and Mastering Goals

Grafton has successfully implemented a formal goal mastery initiative that seeks to assure objectives established for each individual are clearly defined, meaningful and measurable. And what that means can look very different for each student we serve.

Whereas grade-level advancement may be an appropriate goal for one student, such advancement may not be reasonable for another. At Grafton, we work closely with each individual and family to identify goals that are appropriately ambitious, based on his or her unique abilities and circumstances.

Once set, data for each goal are graphed and formal systems put in place for review. Changes are made, as the need indicates, to treatment and instructional strategies. Since Grafton's goal mastery initiative was implemented, Grafton has consistently exceeded its target goal rate of 80% across the organization.

## PROVEN SUCCESS Minimizing Restraint and Eliminating Seclusion

Well over a decade ago, Grafton implemented an organization-wide initiative to minimize and, where possible, eliminate the use of coercive techniques, such as restraint and seclusion. Today, not only have we achieved a 99.8% reduction in the use of restraint and 100% reduction in the use of seclusion, we have dramatically reduced the number of injuries to clients and staff and significantly increased the rate of treatment goals mastered across the organization. Through our Ukeru Systems division ([www.ukerusystems.com](http://www.ukerusystems.com)) — currently used in close to 30 states and more than 130 private day and residential programs, private and public schools, psychiatric hospitals and forensic units — Grafton now shares this expertise with other organizations.

