



Teaching. Caring. Building Hope.

The Walker School

A Chapter 766-approved academic day program

Walker School curricula combines clinical expertise with academic standards of excellence.

- Class sizes are typically between 8 and 11 students.
- A student-to-teacher ratio of 3:1 is maintained in tutorial, small group, and classroom settings.
- School education curricula is in the context of the Massachusetts Curriculum Frameworks, and includes reading, math, social studies, writing, and science.
- Class instruction is integrated with the school library and the campus computer lab.
- Walker School curricula incorporates the Wilson Reading Program, the Benchmark Word Identification Program, Project Read, TERC Investigations, and Touch Math.
- Additional curricula components include adaptive physical education, music, art, social skills groups, Project Adventure, a basketball team, and monthly school-wide events include a chess tournament, a science fair, and a spring arts festival.
- 79% of Walker students are subsequently placed in less restrictive school programs; 62% leave Walker to attend public school

The Walker School is a Chapter 766-approved K-8 academic program for children between the ages of 5 and 13 with complex developmental difficulties including learning disabilities, chronic mental illness, language disorders, high-functioning autism spectrum disorders, and histories of high-risk behaviors. Typical students at Walker School may have also suffered from severe trauma, histories of sexual, physical, or emotional abuse, disrupted foster placements, failed adoptions, and psychiatric hospitalizations.

Many children arrive at Walker with a history of multiple placements and a complex set of presenting difficulties. Upon admission, 62% Walker students have a documented neurological/spectrum disorder diagnosis; more than 27% have a language-based disability; 90% are experiencing severe behavioral difficulties; and 35% have an additional medical diagnosis.

For some children at Walker, these problems have left them emotionally overwhelmed and have resulted in a history of failure at school. Their unsuccessful attempts to learn to read or develop math skills have produced in them an aversion to school that jeopardizes their full participation in family and community life. More than 35% of students enroll at Walker significantly behind grade level in their academic progress.

Our belief is that despite very serious challenges, all children can learn. And at the Walker School, they do. With the help of dedicated teachers, child behavior specialists, and clinicians, along with an experienced supervisory staff—all working cooperatively with parents and families—students at Walker experience academic success, many for the first time.

When a student is enrolled at Walker, a team of Walker professionals (composed of teachers, clinicians, licensed psychiatrists, speech and language pathologists, and occupational therapists) creates an integrated assessment report that integrates the student's educational history, prior evaluations, and the Walker team's initial observations. This comprehensive document informs treatment throughout the student's stay, reflects his or her progress, and guides families and referring agencies as they make decisions concerning discharge and aftercare.

This careful assessment of the strengths and needs of each student allows the Walker team to develop a truly individualized education plan that utilizes collective knowledge of current research and innovative approaches, new technology and multisensory techniques. Speech and language pathologists, occupational therapists, and an adaptive physical education specialist collaborate closely with classroom teams to ensure that students' clinical issues are addressed throughout the school day and are consistently reviewed.

We have developed a school environment that can tolerate extremely disruptive classroom behavior by some children without sacrificing academic progress and developmental continuity for all students. The Walker School combines the intensive resources and the clinical expertise of a rich therapeutic environment with a strong commitment to academic standards of excellence.

For more information about the Walker School, please contact our admissions office at 781-292-2023. You may also visit www.walkerschool.org.



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Intensive Residential Treatment Program

Children in the Walker IRTP, upon admission:

- 60% have been suicidal or self-injurious; 12% have a history of fire-setting
- 92% have been severely aggressive or assaultive toward others
- 51% have displayed sexualized behavior
- Have had an average of 7 out-of-home placements or hospitalizations prior to their arrival at Walker

A child-focused and family-centered program that gets results.

- IRTP admission includes a six-week home-based assessment
- IRTP is designed to utilize and strengthen a child's connection to home and community
- 79% children discharged from the Walker IRTP return to a family setting
- At referral, Walker is often able to negotiate complex cost-sharing arrangements among various agencies and stakeholders

The Walker Intensive Residential Treatment Program (IRTP) was created to help high-risk children and their families build social, emotional, and behavioral competencies so they may achieve and maintain a permanent family connection while preventing the emotional damage of serial placement disruptions. The Walker IRTP is a nationally accredited, fully licensed, Chapter 766-approved program that serves children between the ages of 5 and 13 who can be maintained in a staff-secure group setting.

The Walker IRTP is designed for children with complex developmental difficulties, including learning disabilities, chronic mental illness, language disorders, high-functioning autism spectrum disorders, and histories of high-risk behaviors. Typical children in Walker intensive residential treatment may have also suffered from severe trauma, histories of sexual, physical, or emotional abuse, disrupted foster placements, failed adoptions, and psychiatric hospitalizations.

We have carefully designed the Walker IRTP as a competence- and education-focused helping community, not a hospital. Even so, over the past several years we have steadily increased our capacity to stabilize, assess, and care for young children with extreme behavioral instability and developmental complexity. The Walker IRTP is a highly focused intervention with flexible lengths of stay and maximum family involvement.

An assessment by a multidisciplinary team of Walker professionals often helps solve diagnostic puzzles by reconciling conflicting previous diagnoses; the Walker team can determine the "triggers" for a child's violent or self-destructive behavior and the impediments to their academic achievement, resulting in appropriate and attainable treatment goals.

The work of the Walker IRTP does not focus on erasing deficits or making children "not sick." Rather, we seek to understand how a child's development has shaped his or her strengths, weaknesses, and unique learning style. We work to provide autonomous opportunities for children and families to practice new behavior, making full use of the "teaching moments" when they can learn to exercise control over themselves and gain an increased understanding of their specific challenges.

The Walker IRTP has been designed to seamlessly integrate child-focused and family-centered clinical work to produce optimum opportunity for a viable permanent placement. The program stresses safety and behavioral stabilization, as well as skill development in academics. Social competency development focuses on self-care, communication, recreational and play skills, and other skills necessary for participation in community activities and family life.

The Walker IRTP staff is committed to working collaboratively with families, schools, and partner agencies toward the goal of home reunification or discharge to a less restrictive community placement; the Walker team provides case coordination and assessment that will produce concrete recommendations for discharge planning. IRTP clients can utilize home-based and outreach support through Walker Family and Community Integration Services, along with individual and family therapy. Other psychiatric services are also available to families through Walker's affiliated outpatient clinic at Family and Community Solutions.

For more information about the Walker Intensive Residential Treatment Program, contact our admissions office at 781-292-2023. You may also visit www.walkerschool.org.

Revised April 2010

Family and Community Integration Services

By design, each Walker FCIS service plan will have unique features, with basic services that typically include:

- *Case coordination and home and community outreach by qualified professionals*
- *In-home comprehensive assessment, including use of the Child & Adolescent Needs & Strengths (CANS-MH) instrument and the Social Network Map*
- *Individualized outreach services designed to address the specific needs of each child and family*
- *Coordinated support to connect families to available and appropriate community support services*
- *Walker team representation at all relevant meetings and consultations with professional partners and community resources*
- *Walker 24-hour emergency on-call coverage*

Walker Family and Community Integration Services (FCIS) was developed in 2006 to provide better ways to help children preserve and maintain permanent connections to a family and community. Since then, Walker FCIS has provided more than 130 children and families with individualized services at critical times, in the settings where they are most needed.

Walker FCIS is not a static, rigidly designed program; it is a dynamic array of services specifically developed to support the reunification of children and families who are at very high risk for extended disruption. Working collaboratively with pre-adoptive and adoptive families, foster families, and biological and kinship families, Walker FCIS will help identify and obtain services that move a child progressively toward permanency with a family—services that use the strengths and skills of each child and family to their full advantage.

All Walker FCIS clients have access to a team of highly skilled and experienced professionals. Each case is reviewed weekly with a Walker team that includes

- licensed social workers with extensive experience working with high-risk children and their families;
- outreach workers who are able to provide up-to-date progress reports and insight into ongoing challenges;
- senior-level child care workers who provide observational assessment details obtained during the child's preliminary placement;
- psychologists and psychiatrists who provide consultation as needed.

This team works in partnership with families to cooperatively identify the acute needs that have led to a disrupted home life, while working to build upon each family member's strengths. The FCIS team consults with families and professional partners to ask "What is it going to take for this child to live at home and remain in his or her school and community?" Then we work to provide an answer—by creating a functional assessment and identifying barriers, and by finding ways to overcome these barriers through the concrete components of a service plan.

Walker FCIS always seeks to connect a child and family to community, through both formal and informal relationships. To this end, discharge planning begins the moment the child and family are referred to Walker.

With the complex and comprehensive needs of each family in mind, Walker FCIS components are designed to allow maximum flexibility in service delivery. Walker FCIS is not limited to 9-to-5 hours, and outreach services are available when the family needs them most: during evenings, bedtime, early morning, and weekends. The FCIS team will work with families to create and implement strategies that can effectively increase the viability of placement permanency.

For more information about Walker Family and Community Integration Services, please contact our admissions office at 781-292-2023. More information can also be found by visiting www.walkerschool.org.

Walker Respite

In-home and campus-based respite services

Families can utilize Walker Respite in a variety of ways to support high-risk children who are living at home or in foster care:

- Planned respite can be part of a gradual transition out of residential care. A child who has been living in the Walker BTR or IRTP can move home but continue to sleep at Walker one night a week, two weekends per month, or on an occasional basis.
- Emergency respite can be accessed following a crisis in a home or foster home. This can provide time for the family to put critical supports into place, or to simply give everyone a “cooling off period” so they may emerge from the crisis and prevent a disrupted placement.
- Planned respite can be utilized during weekends, holidays, and school vacations—times when adequate supervision for children with special needs can be particularly difficult to arrange.

Walker Respite is available for children between the ages of 5 and 13 with complex developmental difficulties, including learning disabilities, chronic mental illness, language disorders, high-functioning autism spectrum disorders, and histories of high-risk behaviors.

The program is designed to meet the special needs of children who typically require a high level of vigilant adult supervision and support, as their needs can place enormous strain on a family or foster family.

For some families, the availability of planned or emergency respite services can play a critical role in reducing or preventing out-of-home placement. Walker Respite was created to support these families and allow high-risk and behaviorally complex children to live at home and remain in their communities.

Walker **Campus-Based Respite** provides children with structured and therapeutic recreational activities while enabling parents and other family members to have a “break” from the intensive demands of caring for a child with complex special needs.

For the child, a weekend or school vacation respite program provides the necessary structure to keep the child safe and behaviorally stable. In addition, the child can benefit from the structured recreational activities—opportunities for developing improved social skills, cooperating with unfamiliar peers, and learning to form new friendships.

Walker **In-Home Respite** is primarily a child care service provided to families in the home, rather than on the Walker Needham campus, and is designed to be used as a short-term or transitional intervention until other accommodations for adequate long-term child care can be explored and consistently arranged. In-Home Respite can be a particularly useful service component of a child’s planned transition home after time spent in a residential placement.

In-Home Respite workers can be available to care for a child in his or her home with a wide variety of flexible schedule arrangements. This service can be used on an occasional basis or on a fixed schedule for a limited period.

Families utilizing In-Home Respite may also access Walker’s 24-hour on-call service at any time, if needed. A social worker is able to advise parents on how to manage a crisis situation and, if necessary, help to facilitate emergency Campus-Based Respite or an alternate placement.

Students and families currently enrolled in the Walker School day program or Walker Intensive Residential Program can utilize Walker Respite as an integrated component of their therapeutic plan. Walker Respite is also available for children who are not currently enrolled in another Walker program.

For more information about Walker Respite, please contact the Walker admissions office at 781-292-2023. You may also visit www.walkerschool.org.

Behavioral Treatment Residence at the Walker School

The Walker BTR is designed to serve children who

- are between the ages of 5 and 13 and who struggle with severe emotional, behavioral, and developmental disorders;
- require a staff-secure setting but are able to attend school in their community;
- require intensive support and stabilization due to extreme behavioral instability and developmental complexity.

The Walker BTR works to create permanency by

- seamlessly integrating child-focused and family-centered clinical work to produce optimum opportunity for a viable permanent placement;
- interconnecting holistically with Walker's service network to provide for a range of step-down and step-up options, thus maintaining continuity of care;
- working collaboratively with families, schools, professional colleagues, and community partners toward a goal of home reunification or discharge to a less restrictive community placement.

The Walker Behavioral Treatment Residence (BTR) was created to help high-risk children and their families build social, emotional, and behavioral competencies so they may achieve and maintain a permanent family connection while preventing the emotional damage of serial placement disruptions.

The Walker BTR is built on the platform of the Walker Intensive Residential Treatment Program, but the BTR allows children to continue to attend school in their communities while receiving treatment in residence on the Walker Needham campus. This flexible design works to develop and strengthen a child's maximum feasible connection to family and community.

Over the past several years at Walker we have steadily increased our capacity to stabilize, assess, and care for young children with high levels of behavioral instability and developmental complexity. For a specific group of children at Walker, the BTR offers the optimum combination of structured support and flexible autonomy.

Children in treatment at the Walker BTR often have a history of multiple placements. They typically struggle with complex developmental difficulties, including learning disabilities, chronic mental illness, language disorders, high-functioning autism spectrum disorders, and histories of high-risk behaviors. They may have also suffered from severe trauma, histories of sexual, physical, or emotional abuse, disrupted foster placements, failed adoptions, and psychiatric hospitalizations.

The Walker BTR stresses safety and behavioral stabilization, as well as social competency areas such as self-care, communication, and recreational and play skills—skills that are critical if a child is to meaningfully participate in community activities and family life.

The Walker BTR staff is committed to working collaboratively with families, schools, professional colleagues, and community partners toward the goal of home reunification or discharge to a less restrictive community placement. For each child admitted into the Walker BTR, the Walker clinical team will produce concrete recommendations for discharge planning and can also provide case coordination and assessment.

Through the Walker network of services, individual psychotherapy, family therapy, and psychiatric services are also available to families by third-party reimbursement at Walker's affiliated outpatient clinic at Family and Community Solutions and the Brighton-Allston Mental Health Association.

For more information about the Walker BTR, contact the Walker admissions office at 781-292-2023. You may also visit www.walkerschool.org.



Walker Partnerships

Working with local school systems to provide high quality school-based wraparound services to struggling students

Walker Partnerships offers a comprehensive and integrated set of interventions and support services that can include

- *school-based behavioral support;*
- *home-based behavioral support;*
- *case management;*
- *training and professional development;*
- *curricula and program consultation;*
- *team consultation;*
- *psychiatric consultation;*
- *student evaluation and assessment;*
- *emergency stabilization;*
- *staff recruitment;*
- *systemwide program and grant evaluation;*
- *alternative secondary-school support;*
- *Coordinated Program Review preparation assistance.*

Since 1994, Walker Partnerships has been dedicated to assisting local school systems in their efforts to provide high quality educational services to students with complex social, emotional, and behavioral needs. Today, Walker Partnerships provides consultation, direct staff support, home-based services, professional development, and student and program evaluation services to more than 40 school systems as well as several educational collaboratives and community-based human service providers in eastern Massachusetts.

Our highly skilled staff members can

- work with teachers and professionals to identify and address the special needs of struggling students;
- provide support for the successful inclusion of special-needs students in regular education classes while ensuring a safe classroom and a healthy learning environment for all students;
- evaluate special education services currently in place and assist school systems in the development of new programs, services, and curricula.

Walker Partnerships professionals bring extensive educational and clinical experience to troubleshoot situations with specific at-risk students and create solutions; they can serve as consultants within the school to offer advice on issues of concern; they can provide modeling to educators through the direct facilitation of a group of students with a history of school difficulty; and they provide informed observation of specific students or student/teacher interactions to identify problems and solutions.

At the foundation of the work of Walker Partnerships is the belief that, given the appropriate support, nearly all students can be successfully educated within their own school. We are dedicated to building special education capacity and expertise—for individual educators and professionals and for the school system as a whole.

Whether the support is required in the school, home, or community, Walker Partnerships will assist a school system with the development of a model of comprehensive support based on an interdisciplinary team approach that is cost-effective.

By systematically addressing the needs of an individual student, schools can make critical changes that allow more—and more challenging—students to remain in their classrooms while also creating a more personalized, effective, holistic, and integrated educational approach that enhances the quality of instruction for all students.

To find out how the Walker Partnerships can help your school or organization improve and expand its capacity to serve and support students with complex social, emotional, and behavioral needs, please contact managing director James B. Earley, Ed.D., at yearley@walkerschool.org or at 781-292-2178. You may also visit www.walkerschool.org.

Community-Based Acute Treatment

A hospital diversion program providing crisis stabilization and support for children ages 3 to 11

Walker CBAT Program Components

Intensive therapeutic clinical services:

- child psychiatry services
- individual therapy
- family therapy
- therapeutic groups
- discharge planning

Intensive family involvement:

- individualized treatment
- open communication with families and legal guardians

Emergency capacity:

- admissions available 24 hours a day, 7 days a week
- 24-hour on-call availability to families and legal guardians

Information resources and referral services:

- effective collaboration with partner agencies for coordinated care
- consultation regarding alternative options for a subsequent residential placement
- professional referrals, advocacy, and follow-up support

Community-Based Acute Treatment (CBAT) is a hospital-diversion program specifically designed to provide short-term crisis stabilization and support to children between the ages of three and eleven years old who are actively in severe emotional and behavioral crisis.

The program accommodates girls and boys, and offers an alternative to psychiatric hospitalization that is less costly and often more clinically appropriate. Children admitted into the Walker CBAT are primarily funded via third-party insurance.

Created in response to the increasing number of very young children requiring crisis-level care, as well as the increasing severity and complexity of their presenting difficulties, the Walker CBAT offers short-term, multidisciplinary services designed to:

- stabilize young children in crisis who might otherwise be serially placed in developmentally inappropriate hospital settings
- provide a complete psychiatric and medical evaluation
- provide thorough clinical assessments and diagnostic services
- administer psychological testing, when appropriate, to clarify diagnostic issues
- facilitate a child's return to home or transition to an appropriate therapeutic environment
- provide follow-up support, including the availability of diverse family and support services

The Walker CBAT also offers assessment and diagnostic services through the Massachusetts Department of Children and Families, the Massachusetts Department of Mental Health, and local public school systems.

For more information about Walker Community-Based Acute Treatment, please contact our admissions office at 781-292-2023. You may also learn more by visiting www.walkerschool.org.



Therapeutic After-School

A program for high-risk children who require intensive therapeutic supervision during after-school hours

Walker After-School can support children who

- are currently enrolled as students in Walker's Chapter 766-approved day school;
- are in the process of stepping down from residential treatment (at Walker or elsewhere);
- are at significant risk of a placement disruption because they have "burned their bridges" in a less restrictive community after-school program.

The Walker After-School program

- operates from 3:00 to 6:00 P.M. on weekdays in conjunction with the Walker School 216-day academic calendar;
- provides structured recreational activities, homework support, clubs, supervised playtime, and community outings such as swimming at the local YMCA and trips to nearby parks;
- actively supports the development of concrete academic skills with homework assistance and supplemental academic support.

The Walker Therapeutic After-School program is designed to support high-risk children between the ages of 5 and 13 with significant emotional, behavioral, and developmental disabilities. Children are typically enrolled in Walker After-School after experiencing failure in a community-based program and subsequent difficulty in finding a suitable, nearby, community-based program that can accommodate their acute need for therapeutic supervision.

Sometimes seen as a secondary concern for struggling children when compared to the primary home and school settings, an after-school program can play a critical role in ensuring permanency for struggling families. The availability of an appropriate after-school program can directly increase an overstressed parent's capacity to devote requisite hours to a job while utilizing supervised care for a complex, high-risk child. The Walker Therapeutic After-School program was specifically designed to help children solidify academic and behavioral progress made at school and at home.

An after-school program may be a critical component in the plan for ensuring permanency for a struggling child and family. For some high-risk children, an extended stay in an after-school program at a high level of care may be the least restrictive option. For other children, this program may serve as a steppingstone toward a less restrictive, community-based program. As a child's high-risk behaviors stabilize and he or she develops more age-appropriate social skills, Walker will work cooperatively with the child's family and school, as well as with partner agencies to ensure a smooth transition to a less restrictive program within the child's community.

The Walker After-School program has the capacity to manage children with high-risk behaviors and complex diagnostic profiles including autism spectrum disorders. The program integrates therapeutic behavior management with normalizing age-appropriate social and recreational activities that are, by design, similar to those offered in typical community after-school programs but with a higher level of structure and staff support. To provide as "normal" an experience as possible, children are encouraged to participate in structured after-school activities that mirror the kinds of activities provided in a community-based after-school program. Walker staff members are trained to teach children the social and behavioral skills they will need for their eventual inclusion in more mainstream settings.

Apart from structured recreational programming, the Walker After-School program actively supports the development of concrete academic skills for participating students whose acute behavioral issues have often resulted in impaired academic progress. Walker After-School designates adequate and specific time each day for struggling children to learn to consistently and successfully complete homework assignments on time.

For more information about the Walker Therapeutic After-School program, please contact the Walker admissions office at 781-292-2023. You may also visit www.walkerschool.org.



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Beacon High School

A therapeutic alternative high school program

Beacon High School

- is a coeducational alternative high school program that is Chapter 766-approved by the Massachusetts Department of Education;
- serves approximately 60 students, ages 14 to 22, from the Greater Boston area;
- provides an exceptional educational experience to students struggling with a range of serious emotional problems and learning disabilities;
- was founded in 1971 as *New Perspectives School* in Brookline, Massachusetts;
- moved to a new facility on the Walker Watertown campus at the start of the 2006 school year

Beacon High School is a fully accredited, coeducational alternative high school program that provides academic and specialized programs in a therapeutic environment to approximately 60 students between the ages of 14 and 22 from the Greater Boston area. Typical Beacon High students have shown academic promise during earlier school years but have experienced events in their lives that render traditional educational programs inadequate.

High school can be an extremely difficult time for some adolescents, but it can become unmanageable when further complicated by learning disabilities, serious emotional problems, or mental illness—problems that manifest in such signs as depression, alcohol and drug abuse, impulsiveness, school phobias, anxiety, and attention problems. Beacon students may struggle with or suffer from

- **the onset of a serious psychiatric disorder.** Adolescence is the age when mental illness often is first exhibited. Depression can cast a dark shadow on the life of a young adult and create a paralyzing sense of despair. Students who have suffered a psychiatric crisis are often unable to return to their former school after an extended absence due to the negative stigma of psychiatric problems. Beacon provides a new setting, filled with caring support and help with what, for some students, will be a lifelong struggle.
- **a learning disability.** Adolescents who struggle to read, process language, or focus their attention soon find themselves falling behind in school, and a new world of knowledge is quickly displaced by frustration and hopelessness. Students at Beacon benefit from carefully designed, high quality curricula that accommodate their unique challenges and maximize the strengths of their individual learning styles.
- **a substance abuse problem.** Classic symptoms of drug and alcohol use—the sudden deterioration of a student’s academic performance or increasing truancy—are typically discovered at school. Students at Beacon receive strong support and guidance to help break their dependence and to understand the underlying reasons—as well as the consequences—of substance abuse.

Beacon High School students receive an exceptional education with an enriched curriculum and high standards that challenge them to succeed. All students are required to participate in individual and group therapy sessions, with crisis management always available. Most students are involved in creative arts that include printmaking, drama, the publication of poetry and literary magazines, and music performance and composition..

Adolescents who are failing in—and being failed by—traditional high school programs are achieving academic success at Beacon through the seamless integration of therapy and academics in a safe and supportive setting. This remarkable program allows creative and resilient students to discover new talents and develop the strengths that will shape the rest of their lives.

For more information about Beacon High School, please contact our admissions office at 781-292-2023. You may also learn more by visiting www.walkerschool.org and www.beaconhighschool.org.

BAMHA/FCS provides:

- **Clinical Services** including comprehensive outpatient services to children, adolescents and adults, including individual and group counseling, family counseling, psychopharmacology, evaluation and diagnostic assessment, advocacy, and referral to community resources.

- **Flexible Support Services** including care to children and adolescents who are uninsured or underinsured, through a contract with the Department of Mental Health. Services include direct individual and group counseling, family counseling, wraparound services, case consultation, and case management.

- **School and Community Services** that serve youth and adolescents within the Brighton-Allston community with specialized behavioral health services that include individual and group counseling, case consultation, case management, crisis intervention, and educational and prevention programs. By arrangement, BAMHA also conducts psychological testing and provides psychiatric and clinical nurse specialist services for Walker and The Italian Home For Children.

- **Specialty Clinical Services** including contracted psychiatric, psychological and neuropsychological services for children and adolescents and a specialized neuropsychological assessment and diagnostic evaluation for individuals over the age of 14 through the Neuropsychological and Psychodiagnostic Testing Center, launched in 2001.

Family and Community Solutions and the Brighton-Allston Mental Health Association

A Community Mental Health Outpatient Clinic Operating In Partnership with Walker and The Italian Home For Children

The Brighton-Allston Mental Health Association (BAMHA) is a private, nonprofit behavioral health care agency that specializes in the delivery of mental health services to a racially, culturally, and linguistically diverse community. Now officially part of a larger entity called Family and Community Solutions (FCS), BAMHA continues to provide a full array of outpatient behavioral health services to children, adolescents, adults, and families, including diagnostic evaluations, individualized treatment planning, psychological testing, trauma services, psychopharmacology, case management, and ongoing outpatient care.

Treatment is available in the modalities of individual, couples, family, and group therapy, as well as case management, medication evaluation, and psychoeducational groups. Typical interventions include brief strategic therapies; behavioral therapies; cognitive restructuring; individual, family, and group therapy; children's play therapy; outreach and home visits; and long-term care of children and adults with chronic mental illnesses.

Our efforts to improve the delivery of services to our community have required a deeper understanding of the different ways adults, families, and children seek help and participate in treatment. Youth and adult services are organized around a collaborative, strength-based approach that helps individuals and families establish and work toward self-identified goals. At BAMHA, parents are viewed as experts in the care of their children and as partners in providing mental health care. Clients select from a range of services tailored to meet their individual needs.

BAMHA was created in 1965 to provide effective, community-integrated mental health services that improve the quality of life for children, adolescents, and adults in Boston—especially those living in the Brighton and Allston communities. As one of the nation's first community mental health centers—created after the historic legislative changes in the 1960s—BAMHA is uniquely qualified to serve as a critical component in the Walker continuum of care for children and families.

The collaborative affiliation of FCS/BAMHA with Walker and The Italian Home for Children in 2000 began a new chapter in the clinic's history of revitalization based on shared organizational missions and a mutual commitment to high standards in clinical practice. Today, BAMHA continues to build programs and provide services that extend our reach well beyond the walls of the clinic and into the fabric of our community.

For more information about Family and Community Solutions and the Brighton-Allston Mental Health Association, please contact the Walker admissions office at 617-787-1901. You may also find out more by visiting www.bamha.org, www.italianhome.org and www.walkerschool.org.

Obtaining Therapeutic Mentoring Services for a Child or Youth

- Clients who are enrolled in MassHealth Standard or CommonHealth and who meet the medical necessity criteria can be referred to Therapeutic Mentoring.
- Referrals for Therapeutic Mentoring must be made by one of three clinical “hub” services: Intensive Care Coordination (ICC), In-Home Therapy, or Outpatient Therapy.
- To make a referral, please contact Family and Community Solutions at 617-872-4961
- If a child or youth would benefit from Therapeutic Mentoring but is not enrolled in a MassHealth managed care plan, their parent or guardian can call MassHealth Customer Service at 1-800-841-2900

Therapeutic Mentoring

A Behavioral Health Service Provided In Collaboration with The Massachusetts Children’s Behavioral Health Initiative

Therapeutic Mentoring is one of several new MassHealth services designed to help children and youth with mental health or substance abuse problems. In these new services, parents and caregivers will play a strong and active role in deciding about treatment for their child.

A therapeutic mentor works one-on-one with a child or youth who, because of his or her behavioral health needs, requires support and coaching to learn social skills, including better ways to communicate and get along with others.

Family and Community Solutions, the Italian Home for Children and Walker form a working partnership that brings a combined professional expertise to therapeutic service delivery that is unparalleled and highly effective for improving the lives of struggling children and their families.

Beginning October 1, 2009, these three agencies will provide Therapeutic Mentoring for children and families who qualify under the guidelines of the Massachusetts Children’s Behavioral Health Initiative. We can provide Therapeutic Mentoring to children, ages 3 to 12, who are enrolled in MassHealth Standard or CommonHealth.

Through this partnership, Family and Community Solutions, the Italian Home for Children and Walker offer Therapeutic Mentoring in many cities and towns within the Boston and Metro regions.

To make a referral for Therapeutic Mentoring, please call Family and Community Solutions at:

617-872-4961

For more information about our other programs, including In-Home Therapy, please visit us on the web at www.bamha.org, www.italianhome.org, and www.walkerschool.org.



Teaching. Caring. Building Hope.



The Italian Home
for Children

Helping children in crisis for over 90 years



Family & Community Solutions

Obtaining In-Home Therapy Services for a Child or Youth

- Clients who are enrolled in MassHealth and who meet the medical necessity criteria can be referred to In-Home Therapy.

- Families decide on the most appropriate initial service, independently or in consultation with helping professionals such as primary care physicians, mental health clinicians, teachers and school-based staff, case workers, staff members from community organizations, faith leaders, or others.

- To make a referral, please contact Family and Community Solutions at 617-506-9859.

- If a child or youth would benefit from In-Home Therapy but is not enrolled in a MassHealth managed-care plan, their parent or guardian can call: MassHealth Customer Service at 1-800-841-2900.

In-Home Therapy

A behavioral health service provided in collaboration with the Massachusetts Children's Behavioral Health Initiative

In-Home Therapy is one of several new MassHealth services designed to help children and youth with mental health or substance abuse problems. In these new services, parents and caregivers will play a strong and active role in deciding about treatment for their child.

In-Home Therapy services provide intensive therapy for a child and family to treat the child's behavioral health needs and help the family support the child in the home.

Family and Community Solutions, the Italian Home for Children and Walker form a working partnership that brings a combined professional expertise to therapeutic service delivery that is unparalleled and highly effective for improving the lives of struggling children and their families.

Beginning November 1, 2009, these three agencies will provide In-Home Therapy for children and families who qualify under the guidelines of the Massachusetts Children's Behavioral Health Initiative. We can provide In-Home Therapy to children and youth, ages 3 to 21, who are enrolled in MassHealth.

Through our partnership, Family and Community Solutions, the Italian Home for Children and Walker offer In-Home Therapy in many cities and towns within the Boston and Metro regions.

To make a referral for In-Home Therapy, please call Family and Community Solutions at:

617-506-9859

For more information about our other programs, including In-Home Therapy, please visit us on the web at www.bamha.org, www.italianhome.org, and www.walkerschool.org.