

FRED FINCH YOUTH & FAMILY SERVICES

# Counseling Enriched Classroom Program

For more information, call (510) 482-2244  
or visit [www.fredfinch.org/counseling-enriched-classroom](http://www.fredfinch.org/counseling-enriched-classroom)



**FredFinch**  
Youth & Family Services

Fred Finch Youth & Family Services is a leading mental health agency that delivers services across systems of care. Our mission is to provide innovative, effective services supporting children, youth, young adults, and families to heal from trauma and lead healthier, productive lives.

At Fred Finch, we welcome and invite people from all backgrounds to address life challenges in a safe and compassionate environment. We commit ourselves to working together with participants to navigate complex challenges that may include traumatic experience, mental health concerns, drug and alcohol use, or other disabilities. We provide innovative, effective services to support participants and their families to reach their goals.

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# Counseling Enriched Classroom Program



The Counseling Enriched Classroom (CEC) program places mental health staff in select Oakland Unified School District classrooms to help students succeed academically and socially in school.

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## OVERVIEW

The Counseling Enriched Classroom (CEC) program provides youth ages 10 to 18 enrolled at participating Oakland Unified School District (OUSD) middle and high school sites with mental health services within a small classroom milieu of 12 participants. CEC students have often struggled with emotional and behavioral disturbances over a prolonged period of time, with identifiable symptoms such as depression, mood swings, extreme irritability, outbursts, marked anxiety, hyperactivity, or difficulty focusing, and are at risk of needing a higher level of service and/or a loss of public school placement.

School staff and faculty usually refer participants at the start of each school year, and the majority of participants remain in the program for the entire school year. While services may be long term, continuing for two or more years, many students are able to transition partly or fully to regular classrooms. The treatment team includes licensed or master's level clinicians, an OUSD special education teacher and intervention specialist, and a Fred Finch consulting psychiatrist as needed. Collaborative partners often include OUSD, Child Welfare Services staff, and other service providers that support student participants.

We individually tailor services to each participant's needs and provide services in a supportive, nurturing, and culturally conscious milieu environment. Staff helps students develop self-management, problem solving, and conflict resolution skills. Students learn to gain self-control and build self confidence one success at a time.

## REFERRALS

Referrals are made through recommendations from the faculty, site counselor, and other school site staff. Please contact your child's school administration for more information on how to make a referral.

## SERVICES

CEC Services include:

- Individual psychotherapy
- Individual and group skill-building
- Family counseling, including home visits if needed
- Crisis management
- IEP-driven services
- Case management to obtain and align necessary services
- Psychiatric consultation
- Daily or weekly groups
- Consultation with educational staff

Services benefit students by increasing their success in school and community settings, decreasing the need for high-cost residential placements, improving student achievement and attendance, developing coping skills to navigate personal and social difficulties, and decreasing disruptive behaviors and disciplinary issues.

CEC uses the evidence-based practices of behavior modification and therapy, trauma-focused cognitive behavioral therapy, motivational interviewing, solution-focused therapy, dialectical behavior therapy, social learning therapy, and harm reduction.

## PHILOSOPHY

Our approach and philosophy focus upon building supportive and respectful relationships, connecting with the family since school/family collaboration is key to the student's success, and identifying or creating positive reasons for students to change their behavior. Staff strives to help participants and families identify their core gifts and design interventions to engender sustainable behavior changes. This support extends to assisting students and families to recover from trauma they may have experienced and which may be impacting the student's behavior. Staff works to build active communication and collaboration with schools, families, and others working towards a common goal to create change and help the participant/family live the life they intend to live. Staff works to help participants and their families gain the ability to navigate their own way in school and community settings.