Devereux Glenholme

a learning tradition
As the world of learning evolves, we have committed our efforts to the challenges of education, care and community.

Since its inception by Helena T. Devereux in 1912, the Devereux vision has focused on the unlimited potential of the learning experience. One that transcends the walls of classrooms and invites knowledge, friendship and kindness from every aspect of life.

Here, students, faculty and family discover new ideas and ideals every day and apply them to tomorrow. It is that excitement for the future, pursuit of knowledge and pride of success that is the core of our nine-decade tradition of learning.
A LEARNING ENVIRONMENT

The nature of today’s society can sometimes complicate a family’s ability to effectively guide children into adulthood. With the wide range of choices that offer help, it becomes important to find just the right setting for the child.

Growing up will always involve family tension, peer influences and adapting to the environments that school and home create. Some kids will struggle with self-discipline, academics, defiance and self-image.

The student who is troubled in a traditional school can find success at Glenholme. Here, academic and behavioral difficulties are addressed through the “whole child.” We concentrate on the person’s life, social interaction, recreation, creativity, values and personal accomplishment.

“the human spirit needs to accomplish, to achieve, to triumph to be happy.” - BEN STEIN

WASHINGTON, CONNECTICUT

This is a spectacular part of America. Western Connecticut is in the heart of New England’s collegiate region—home of inspiring academic leadership and a proud sense of Colonial heritage. Washington is the quintessential New England town complete with steepled churches, picket fences and strong community values. The local residents take pride in the integrity and safety of this quiet community.

A SAFE AND SOUND CAMPUS

On 100 acres of countryside, in the foothills of the Berkshire Mountain range is the Devereux Glenholme School – an independent boarding school and non-profit treatment program providing a highly structured learning environment for children and adolescents. The school accommodates 100 children in residence, with emotional, behavioral and/or learning differences. The students range from 5 to 16 years of age at enrollment, in grades K through 12 and cross many social boundaries.
ADMISSIONS
Glenholme is a boarding school with a strong therapeutic component for special-needs children, a comprehensive program providing intensive treatment options: short-term diagnostic and prescriptive programs, 24-hour residential treatment, day or extended day treatment, outpatient services, home-based services and licensed therapeutic foster care. Our approach is positive and multi-faceted. We are never short of ideas or efforts, 24 hours a day, 365 days a year.

Our school accepts students of any race, creed, color, national or ethnic origin and provides diagnostic services and special treatment programs in the areas of:
- Mild disruptive behavior disorders
- Attention deficit hyperactivity disorders
- Anxiety of childhood and adolescence
- Mood disorders
- Obsessive compulsive disorder
- Post-traumatic stress
- Tourette's syndrome
- Asperger's syndrome
- Learning disabilities

Families are encouraged to visit the school prior to submitting an application or requesting an interview. The tour of the entire facility and face-to-face discussions can better define a child's treatment options.

www.theglenholmeschool.org

COMMUNITIES OF CHARACTER
Glenholme inspires students to embrace the universal values established at the school as their foundation for building positive relationships in school and at home. Our goal is to develop the individual’s character through their environment. Every aspect of their life at school is devoted to the “whole child” and his or her specific needs.
Whether it be academic, emotional or social, the approach is always positive. The result helps children reach their true potential. Participation in Character Development is a main theme of our tradition of learning. For both faculty and students, every day offers something new to learn and something new to teach.

Neighborly Citizens
Everyone plays a part in our community, it is part of the Character Development initiative. Staff, faculty and students alike participate in community programs including food and clothing drives, holiday gift making for the needy and friendship programs for the elderly. It is a large part of the Character Development program.

Values of Communities of Character:
- HONESTY
- RESPECT
- RESPONSIBILITY
- JUSTICE
- KINDNESS
- COMMUNITY SERVICE

“Glenholme has helped me to mature... I think before I act.” - GLENHOLME STUDENT
Medical Services
All children are provided with preventive, routine and emergency medical care on the premises. Glenholme’s Medical Director supervises a staff of licensed nurses qualified for the special circumstances and demands of our school.

Psychiatric issues are addressed by our consulting psychiatrist. Treatment, terms and decisions regarding medication is provided by the Glenholme psychiatrist, who works closely with families and the treatment team on medication issues.

The Glenholme Clinical Service Professionals include: psychiatrists, psychologists and social services therapists. Services include: individual, family and group therapy, psychosocial assessment, treatment planning and individual case management. Therapists act as the liaison between the family and the Glenholme treatment program. They apply a friendly, sincere and positive approach as they develop relationships with students, families and faculty.

Individual Therapy
These formalized psychotherapeutic sessions involve life space interviews and supportive therapy. Our primary treatment approach is cognitive/behavioral and focuses on skill acquisition for those behaviors that can be reinforced through the milieu treatment program.

Group Therapy
Goal-oriented sessions focus on socialization skills, anger management, family issues, problem solving skills and appropriate adolescent and sexuality issues. Group therapy is offered on an as-needed basis and is facilitated by Master’s level social workers.

Family Therapy
Family therapy is provided at least once per month to involve the student, family members and a social worker. The intention is to transfer the gains and accomplishments of the child into the home setting. With the help of the social worker, the family is instructed on techniques, implementation, management of issues and follow through. It is a positive approach to understanding authority in the home and successful functioning in the family.

Parent Education
The structured setting at Glenholme calls for full parent participation as positive influences for the child. New management techniques are learned and practiced to replace the methods that have not been successful in the past.

The Resource Institute
The Resource Institute offers workshops, seminars and consultation for parent groups, human service agencies, school personnel and other mental health professionals. A wide range of topics and educational opportunities are available. Other services include outpatient therapy, psychiatric, psychological and academic evaluations, and prescriptive treatment planning.

PERSONALIZED THERAPY
Our primary goal is to work with students until they are ready to return to a less restrictive setting as indicated in each child’s treatment plan. The plan is carefully designed to include special education and clinical treatment goals specific to the individual.

Milieu Therapy
Milieu Therapy is the heart of Glenholme’s treatment program. It is specifically designed to assist children in acquiring social skills, effective study habits, positive self-care and an active lifestyle through recreation. Daily living skills, social participation and intellectual pursuits are all part of the “home life” experience at Glenholme.

The Glenholme Motivational Management Approach
The Glenholme Motivational Management Approach concentrates on the cognitive, social and academic growth of our students. Through achievement, success and life experience, children build self-esteem, develop self-control and acquire positive personal relationships. Our Motivational Management approach is viewed by the students as a positive, motivating device, offering them the opportunity to earn additional privileges and rewards. By meeting or exceeding their responsibilities, students are encouraged to maintain a higher level of behavioral control. Eventually they are able to monitor their own progress and apply what they have learned at home, through our Parent Point program.

Corrective and Creative Discipline (CCD)
This research-based behavioral approach was developed by Thomas A. Hulse, Ph.D. and consultant to Devereux Glenholme. CCD takes a creative angle in supporting, shaping and teaching behavior, as well as a corrective approach to diminish the frequency of specific behaviors. The program can reduce adverse behaviors and create new skills with lasting results.

“Do not let what you cannot do interfere with what you can do.” – John Wooden
EDUCATION AND ACADEMICS

Academic achievement for each child is the commitment of every teacher at Glenholme. As role models, motivators and stimulators, our faculty takes teaching far beyond the classroom. Through the use of a learning strategies approach, students reach a higher level of confidence and comfort with the learning process. Our ultimate goal is for students to be responsible for their learning, meet challenges with enthusiasm and be successful.

Devereux Glenholme’s academic program includes self-contained and departmentalized curriculum opportunities with low student/teacher ratios, allowing for individualized instruction. The flexibility of the education process permits stable and concentrated relationships with teachers. Students with learning difficulties have time to work at their own pace, with hands-on experiences and continuous reinforcement of skills. Students with greater motivation and independent learning skills are challenged by a fast-paced curriculum.

Technology is an integral part of our academic environment. Computers are located in the media center, student residences and every classroom.

The Speech Pathologist provides speech and language screenings and evaluations to identify and recommend therapy. Treatments include group and individual programs as well as consultation and faculty collaboration.

Class offerings:
- Language Arts
- Reading
- English
- Math
- Social Studies
- Science
- Life Skills
- Vocational Education Experiences
- Physical Education
- Integrated Computer Technology
- World Languages
- Art
- Drama
- Music

“the mind is not a vessel to be filled, but a fire to be kindled.” – PLUTARCH
LIVING AT DEVEREUX GLENHOLME

The campus allows everyone to enjoy the many aspects of life that apply to their education here at Glenholme.

Children live in “home-like cottages” with 24-hour staffing. For older students, cottages have kitchens and dining areas. Preparing meals and keeping house become a part of their everyday learning experience and expands their responsibilities.

Adult and peer relationships are nurtured with the guidance of the residential faculty. Students learn to make better decisions and to cope with frustration in an appropriate manner. Faculty also monitor personal hygiene, plan and implement programs in fitness, sportsmanship, community involvement and fun.

In their free time students often head to the Commons, Movie Theater or to experience the many wonders of the Fine Arts program. The Commons offers a combination ice cream parlor, restaurant and general store that is incorporated as part of the motivational management milieu. Students utilize their token earnings as purchasing currency for a wide variety of items including candy, popcorn, ice cream, tapes and CDs.

The Commons frequently serves as a venue for earned special events like birthday parties and group gatherings. It’s a great place for socializing, video games or watching the big screen TV.

“while they were saying among themselves it cannot be done, it was done.” - HILDA KELLER
TENDER LEARNING CARE FOR THE LITTLE ONES

TLC is our self-contained program for ages 5 through 9 that utilizes an individual approach to education. In kindergarten through fourth grade one primary teacher covers all subjects. A stable and concentrated relationship with teachers, during these important years, is a major benefit area. There is a special focus on language development and communication skills to help overall retention. The integration of oral language skills, social interaction, reading, writing, spelling and comprehension complement the academic areas of math, social studies, science, art, physical education and health. Teacher assistants are available in all classes. The children enjoy the grassy grounds, miniature play house and specially chosen toys and playscapes. Activities are always developmentally appropriate.

The resident setting provides a safe and comfortable home environment with individual bedrooms for each child. Familial surroundings encourage developmental growth through the teaching of personal hygiene, home care, appropriate play and sharing. Children are provided continuous care and supervision 24 hours a day. A Master’s level social worker is assigned to each child upon admission to provide individual and family therapy.

THE ARTS

The Glenholme program includes art and culture as a key element in a student’s complete education. The library is stocked with classic and informative books on numerous subjects. There is a performing arts stage located in the Movie Theater ready for small theatrical plays and popular drama performances. Children are exposed to symphonic compositions, classical instruments and aspects of modern music. There is even a radio station where student DJs fill the campus airways with their favorite selections and the news of the day. The music room is equipped with many instruments for entertaining or high-tech instruction.

Art instruction is another medium used for defining who and what we are culturally. The power of art is prevalent on a daily basis, to assist children in reaching their full potential and influence a shift in positive self-expression. The Arts allow for diverse and creative means that motivate children to perform and be successful.

“the very young... don’t let facts get in the way of their imagination.” - SAM LEVINSON
UNDERSTANDING LIFE

The Glenholme approach reaches out to every aspect of life that will influence the success of our students. Their spare time is as important as each class. Challenging them with new fields of interest is what makes each day as interesting as the next.

The Equestrian Program

Caring for our campus horses has brought out the best in many of our students. The challenging process of caring for a beautiful animal develops useful skills and a fascination with life. Horseback riding lessons are available to children with a specific interest in riding.

Community Service

Teaching students the value of giving is the basis of Community Service at Devereux Glenholme. All students are eligible and encouraged to participate in service projects that benefit the surrounding communities. Through this ongoing program, students help to identify societal problems, brainstorm solutions and implement activities. The students are encouraged to reflect upon their participation and its impact. Through this program, children learn the benefits of being active and involved citizens.

Other recreational activities include: soccer, basketball, softball, baseball, swimming, volleyball, cheerleading, tennis, hiking, archery, archaeology, cross-country skiing, camping, fishing, bicycling and fitness.

“play is the beginning of knowledge.”

– GEORGE DORSEY
A TRADITION OF EXCELLENCE

The reputation and experience of the Devereux Glenholme School is unparalleled in this industry. Enrolling a child here assures your family the very finest education assistance available, in an environment customized for the needs of each student. When children are ready to leave our school, they have acquired the skills necessary to succeed in a less structured setting. They go into the future with self-confidence, a positive self-image and an experience that will last them a lifetime. We pride ourselves on giving children the chance to lead happier and more productive lives, as they pursue their own tradition of learning.