

A woman in a blue shirt and patterned shorts stands in a shallow river. In the foreground, a group of people, including a man in a grey tank top and a blue cap, are gathered around someone in the water. The background shows a rocky riverbank with trees.

COMPREHENSIVE
SUPPORT &
STABILIZATION

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Program Summary:

What is included in the service? What makes COMPASS unique?

- COMPASS prides itself on its ability to respond quickly and provide flexibility to both clients and the contracting agency.
- COMPASS will assign as many staff members as necessary to maximize the chance that the family and its individual members will achieve their goals.
- Crisis intervention is available, including 24-hour on-call emergency services to help deescalate a crisis, provide support and resources, develop emergency plans, and provide in-home assistance when indicated.
- COMPASS has considerable court experience in addressing both status offenses (CRA) and criminal offenses, maintaining communication with appropriate personnel, and accompanying families on court appearances.
- Parents are assisted in developing better parenting techniques, including: communication skills, safety planning, behavior modification plans, problem-solving, and stress and time management.
- With a goal of realistic expectations for their children, staff members work with parents to develop a better understanding of their children with regard to special needs, developmental stage, mental health, and/or medication issues.
- Advocacy in the fields of education, law, housing, employment, transitional assistance, and medical needs is afforded to our families.
- Parents are assisted in accessing community resources and empowered to use the existing resources to their fullest potential. Given the historical, time-limited nature of our services, fostering connections to the community through securing geographically-specific services has been crucial in COMPASS' successful discharge planning.



Comprehensive Support & Stabilization is not a prescribed service in which the child and family need to conform to a particular service structure. Rather, it is a service that is responsive to the individual and the evolving needs of the client and family. As such, we will see the families as often as is requested and/or needed (minimum 3x per week), when and where it is most convenient and constructive for the family.



Languages Spoken by Staff:

- English
- Spanish
- Haitian Creole
- Khmer
- Czech
- Cape Verdean Creole
- Vietnamese
- Portuguese
- Igbo
- Pidgin



As of this writing, we are currently working with eighteen DCF area offices; namely the Boston Regional Offices (Dimock Street, Harbor, Hyde Park, and Park Street), Arlington, Brockton, Cambridge, Cape Ann, North Central, South Central, Coastal, Haverhill, Lawrence, Lowell, Lynn, Malden, Worcester West, and Worcester East; and two DDS Offices.



Of the sixty COMPASS Comprehensive Support & Stabilization staff members, we employ twenty-five Caucasians, ten African Americans, twelve Latinos, eleven Cape Verdeans, one Vietnamese, one Cambodian, and one Haitian; the majority of whom are from the same neighborhoods as the youth and family we serve. The staff also includes eighteen Master Level Clinicians to complement the education, both formal and experiential, of the remaining staff.

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COMPASS

THE COMPASS SCHOOL

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Program Summary:

What makes the COMPASS School unique?

- The COMPASS School is a private special education day school that serves elementary, middle, and high school students ages 6-22. The COMPASS School works with students with a wide range of emotional, behavioral, and learning disabilities. The students are referred from different public school districts in the Greater Boston area. For our students, school has been a struggle and has not been a consistent, positive experience. Our committed staff help to change the school experience for our students and help them engage in their education.

Keys to Our Educational Approach

- Develop outstanding educational, vocational, and support services
- Collaborate with other organizations to increase the resources available to each individual and his/her family
- A diverse staff whose competence, compassion, and commitment are evident in our client-centered approach and interdisciplinary teamwork
- Employ a wide range of teaching methods centered on students' distinct learning-styles
- Provide a challenging, individualized curriculum and instruction that addresses the clinical, behavioral, and academic needs of our students



Clinical Component

Clinicians provide individual and group counseling with all students. It is essential that all staff members understand the social, emotional, and psychological needs of the students. Services are organized to give continuous assistance to each student, in knowing himself/herself as an individual and as a member of society. Staff are able to provide these services by gathering comprehensive information and developing Functional Behavioral Assessments. COMPASS also utilizes a behavior management system (BEAMS) that provides a holistic approach to building skills that lead toward transitioning students to a less restrictive setting.



Behavioral Component

Staff members provide a safe and nurturing environment in which students can grow and learn. While caseworkers may be the backbone of our behavioral system, the behavioral work with students starts in the classroom with teachers and is supported by clinical and support staff. It is essential that all staff members provide consistency in implementing school rules and expectations when working with students. Through the BEAMS comprehensive system of rewards, we provide safety and structure that helps to develop new skills and to discourage negative behaviors.



Academic Component

The educational component of COMPASS provides students with access to the general curriculum and strives to ensure that they reach their highest academic potential. Increased literacy and academic remediation are essential to the educational component of COMPASS. Teachers develop curriculum guided by the Massachusetts curriculum frameworks and implement lesson plans in compliance with each student's Individualized Education Program (IEP). In addition to the state mandated MCAS testing, students may also participate in district-wide testing. Teachers use a variety of strategies that provide differentiated learning opportunities for students, such as multi-sensory curriculum that incorporates remedial work, computer assisted learning, real-life activities, cooperative learning, multicultural learning, and hands-on lessons.