

RAYCOVE ACADEMY NOTES

The Newsletter of Bay Cove Academy

The Philosophy of Clinical Treatment at Bay Cove Academy

By Todd Smith, Clinical Director

Clinical treatment at Bay Cove Academy (BCA) focuses primarily on the individual client. We work towards identifying and meeting the needs of our adolescent population while maintaining a theoretical and practical sensitivity to their role within their respective family systems.

BCA services clients within the 12-22 age range. Thus, our clients are adolescents whose developmental tasks include psychological separation, individuation, autonomy and the search for personal identity. Erickson refers to this stage as Identity versus Role Confusion. Mastery of this stage leads the individual towards the tasks associated with young adulthood.

Accordingly, individual therapy is a mandatory modality of treatment. Each student is immediately assigned to one of our full-time professional therapists. Students receive a minimum of one hour per week of individual therapy. However, staff therapists are always available to their clients, particularly during periods of crisis. The focus of treatment is one of establishing a positive therapeutic

relationship—alliance—with the client. Many of our students come from families in which relationships have been abusive, neglectful and damaging. We believe the process involved in the development



Todd Smith

of a therapeutic alliance, which is characterized by the concepts of acceptance and transference, is in itself a corrective reexperience which leads to healing.

Treatment Goals

A general goal of individual treatment is to help the client to understand, forgive and accept the circumstances and dynamics of his/her own nuclear and extended family. This “separation” is essential as the individual approaches the developmental tasks of adulthood. Thus, the therapist’s role is to enable the client to grow and mature through the internalization of the issues, process, and relationship of psychotherapy.

Activity Group Psychotherapy is offered as well. The goal for these

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MCAS Update

By Bernadette Janelle,
Education Director

The Massachusetts Comprehensive Assessment System (MCAS) has proven to be a positive learning experience for both students and staff at Bay Cove. Even though only thirteen students required testing, the entire

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Bay Cove Academy gratefully acknowledges the recent support of the following:

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Ms. Linda Bauer

Mr. Lewis Brown

Mr. Tom Latus

Ms. Karen Suyemoto & Mr. Eric Parker

Ms. Ilene Klein

Mr. Robert Hurstak, Jr. & Ms. Emily Hurstak

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*This drawing, by Kelly Ann, was inspired by the word *Òfall.Ó**

Clinical Philosophy

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groups is to achieve the stage of intimacy whereby the client plays out the loves and hates an intimate relationship typically involves. The group process emphasizes group decision-making, problem-solving, sharing, and caring.

Family Involvement

Because the clinical philosophy of our program stresses the autonomy, independence, and development of the adolescent in preparation for the tasks and rewards of young adulthood, family treatment is not mandatory. However, it does occur indirectly. During the intake process families are encouraged to support the notion that a mutual trust must exist between them and the school in order for the child to succeed in the program. Parents are recognized as the experts regarding their child while the staff is presented as skilled in the ability to deliver career skills and psychoeducational services.

This alliance is manifested by reciprocal communication of general issues and progress.

Many parents come to us frustrated and discouraged from years of difficulties with their child. They have been involved with clinical programs

**Bay Cove provides
a sense of hope
and direction for
a positive
future.**

which have, appropriately, required a parent-child, guidance center model of treatment. By this time parents often state their desire “to let go” of their adolescent’s problems so they can “get on with my own life.” Our approach of focusing on the individual is seen as supportive respite to

the parents. Paradoxically, by not requiring direct clinical involvement, we enable parents to initiate and participate in short-term treatment around specific issues. These range from the facilitation of healthy separation—individual casework with a single parent—to how to strengthen roles and rules within a family—strategic family counseling.

The goal is to return the family to a state of stabilization. In this manner the Bay Cove student and family members will become better prepared to resolve their own tasks

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In the next issue of ACADEMY NOTES

- School Graduation
- Preparing for A New Year
- Career Program honored

ACADEMY NOTES

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Student Writing



One recent class assignment had students imagining themselves as worldly objects

If I Were A...Glue Stick

Story and drawing by Tyrone

I was made in a factory. I am made up of all sorts of chemicals. People use me for a variety of things, such as pasting pictures and putting things back together. When I'm in that small cramped tube, I often wish someone would use me more often. It feels so good when someone finally uses me, because then I get to spend time out in the open. I get sad when it's time to return to my cramped home. There I wonder when I will next see the outside world again. Sooner or later, I run out of glue. My life is over soon. There is no need to be sad because you will have another one of me in your desk drawer or in your arts and crafts room. I am everlasting. I am glue. 

Technology Corner

By Robert Finkelstein

Computer use by students and faculty continues to increase at the Academy. Our upgrade to a Digital Subscriber Line (DSL) for Internet service was completed in December. This faster connection has increased productivity as downloads of information and software take just a fraction of the time that they did with our previous connection. This increase in speed has been especially helpful to our seniors who are currently working on their senior project which requires them to write a research paper and present their findings to a small group of peers and faculty. Students have several ways that they can enhance their oral presentations. They can produce a multimedia computer slideshow using presentation graphics software or create a rudimentary web site where one can browse the different pages to learn about the research. Students whose topics are more historical in nature also have the option of creating a timeline using *TimeLiner*[®] software, produced by Tom Snyder Productions[®].

In the last issue of *Academy Notes*, I indicated that we wished to enhance our computer program in the area of graphic design. We recently acquired multiple licenses of *Adobe Illustrator*[®], which is the industry standard software for creating vector artwork. Vector artwork differs from bitmap or raster images—for example photographs—in that the resolution of an image remains the same regardless of how much it is magnified. Several computer classes are learning to use this sophisticated program by working on tutorials created by the professional staff at Adobe. The tutorials can be difficult, as they contain many complicated directions. However, students have been patient and committed and this shows in their work.



Rob Finkelstein


Bay Cove academy has also obtained two high-quality digital cameras. Our

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Clinical Philosophy

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within their respective stages of human development.

In essence, the mission of the Clinical Department at Bay Cove Academy is to provide our students with a sense of hope and direction so they may envision and experience a positive future. 


MCAS

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school got involved. Since September, the Academic, Career Development, and clinical Departments worked together to prepare students for the tests. In addition, the teaching staff needed school-wide support in terms of student schedule changes, unusual room assignments, varied break times, and classroom coverage for test administrators.

Due to the overall level of support and resources devoted, the MCAS went quite smoothly. All thirteen

students completed the tests, and many answered the open-response questions. In fact, most of the students worked consistently hard throughout the process, right through the final day of testing. All in all, the MCAS testing was a success. When available, the results will allow Bay Cove's teachers the opportunity to continue to improve and enhance classroom instruction.

The MCAS included tests in the areas of English—Composition, Language & Literature—as well as Mathematics, Science & Technology, History & Social Science. 

Technology Corner

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hope is eventually to stop using film altogether and present the slide shows, shown at special events throughout the year, on computer. Presently, a few of our computers can be hooked up to television sets, enabling students and teachers to present information created on the computer to larger groups. However, this situation is not ideal. We would like to purchase a portable data projector that would allow us to project computer images onto overhead screens.

As we enhance the school's technology, allocation of resources becomes an important issue. At the suggestion of our Principal Judy Gelfand, a computer resource committee comprised of faculty from each of our departments was created. The purpose of this committee is to discuss the technology needs of each department in order to distribute resources in a way that has maximum benefit to the school. Our current focus is to increase the number of computers that can take full advantage of our new capabilities in the areas of Internet and

graphic design. Moreover, we wish to give staff greater access to software used for grading, writing reports, doing research and using email. Our ultimate goal is to increase the number of modern computers in each classroom and to put computers in the offices of all nonteaching staff such as therapists and administrators. As our fiscal year comes to a close, we are trying to assess what money will be available for the purchase of new computers and where these and older computers will be distributed throughout the school. Some major rearrangement lies ahead! AJ

Upcoming Events....

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|--------------|---|
| • June 9 | Field Day – outdoor games & barbecue |
| • June 15 | Graduation |
| • June 19-23 | Field Trip Week |
| • June 26 | Summer school begins |
| • August 7 | Summer vacation starts |
| • August 30 | Students return for 2000-2001 school year |

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