



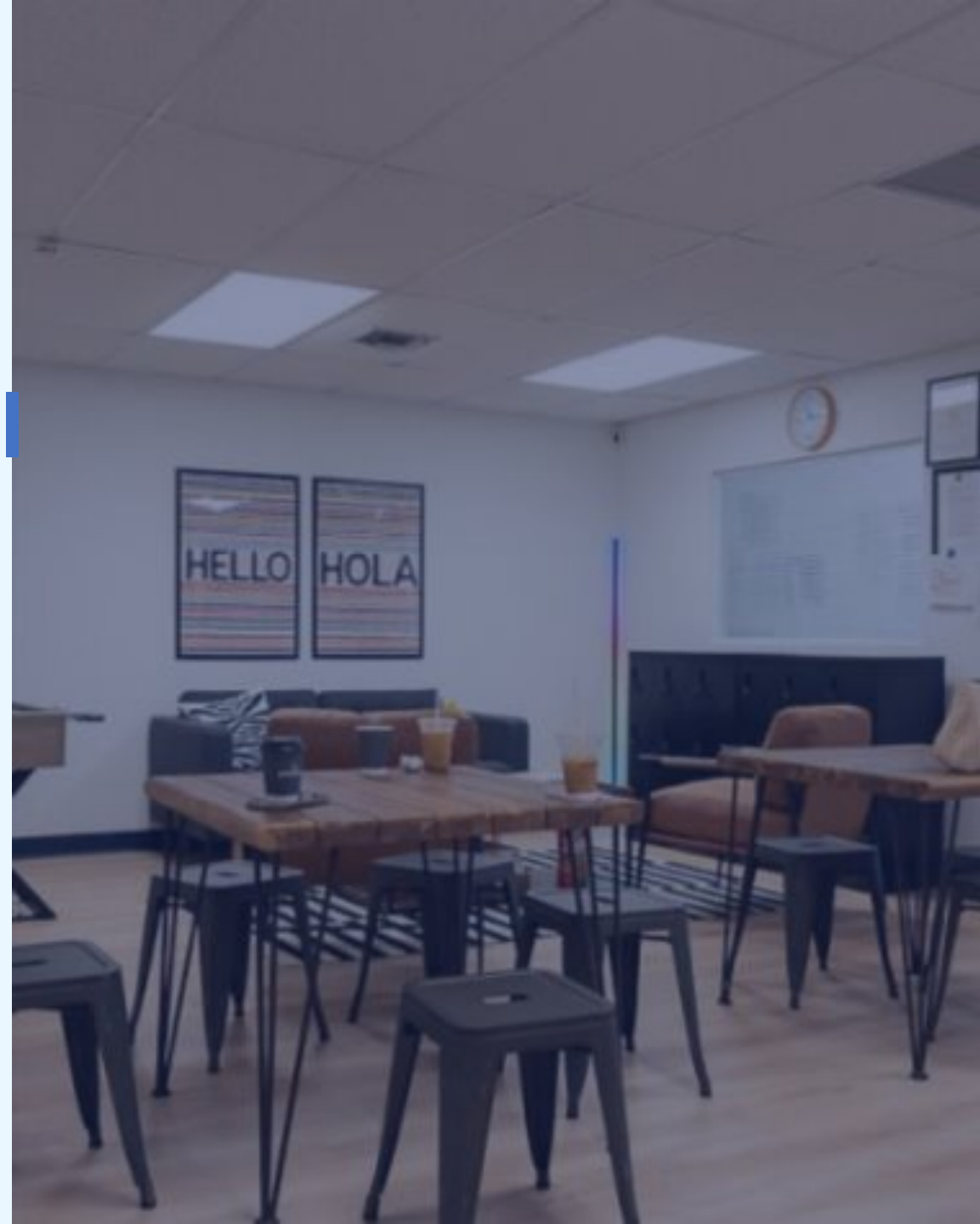
A Teen Program for Mental Health

Prepared for Renaissance Charter School

Adolescent Wellness Academy · Teen PHP & IOP · Ages 13–17

Broward · Miami-Dade · Boca Raton · Virtual

September 2026



OUR PROGRAM

Two levels of care. One clinical model.

PHP — Therapeutic Day Program

Mon–Fri, daytime

Best for	Acute teens needing daily structure and stabilization
Groups	4 hours daily — CBT, DBT, TF-CBT, experiential
Psychiatry	Weekly with a board-certified provider
Family	Family therapy weekly + weekly parent coaching
School	Educational support with certified teachers (Kendall)

IOP — Intensive After-School

Best for	Moderate symptoms; teen stays in school full-time
Groups	3 hours per session — same evidence-based modalities
Psychiatry	As clinically needed; outside prescriber continues
Family	Family therapy biweekly + weekly parent coaching
School	No school missed — programming starts after dismissal

Ages 13–17 · Mental health primary · Depression, anxiety, self-harm, suicidality, trauma, ADHD, eating concerns, school refusal, family conflict

OUR LOCATIONS

Three South Florida sites, plus virtual.



BROWARD

Davie

4900 S University Dr, Ste 203
Davie, FL 33328



MIAMI-DADE

Kendall

9350 Sunset Dr, Ste 118
Miami, FL 33173



PALM BEACH / N. BROWARD

Boca Raton

4611 Johnson Rd, Ste 6
Coconut Creek, FL 33073

Virtual IOP

Therapist-led, Tue–Thu — for families outside a reasonable drive.

Transportation

Lyft scholarships available when transport is the barrier to care.

DIFFERENTIATION

What makes us different.

1 **Teens don't miss school**

Our IOP runs 4–7 PM. Most programs run theirs at 9 AM.

2 **We measure everything**

Greenspace outcomes tracking on every teen, benchmarked nationally.

3 **Parents are in the program**

Weekly family therapy, weekly parent coaching, mandatory parent group.

4 **Psychiatry inside PHP**

Weekly board-certified psychiatric care — not a separate referral.

5 **Bilingual by default**

Spanish-speaking clinicians and parent support across all sites.

6 **You hear back**

Named liaison, written updates, discharge summary to the referring office.

De-escalation in the Classroom

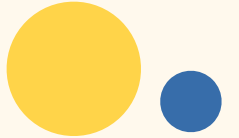
Validate feelings • Hold boundaries

Presented by Adolescent Wellness Academy
(AWA)



De-escalation in the classroom

Start with curiosity before correction.



What feelings come up for you when you deal with difficult classroom behaviors?

De-escalation first

Accountability second

Behavior may be protecting against frustration, anxiety, embarrassment, peer attention, powerlessness, academic difficulty, impulsivity, avoidance, or testing boundaries.

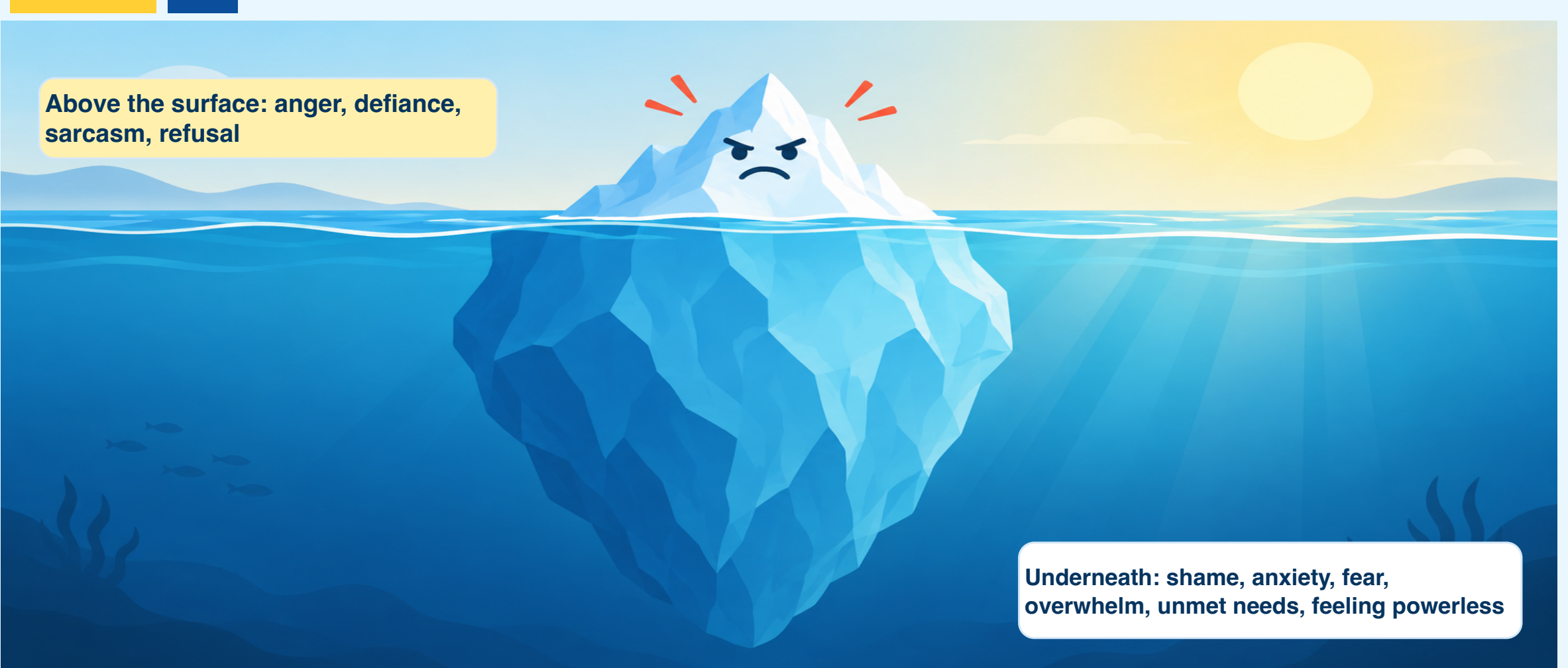
Understanding the function does not mean excusing the behavior.

Validate the feeling, not the behavior. Come back and address the issue.



Anger Iceberg

What we see is usually smaller than what is underneath.



Recognizing regulation vs. dysregulation

Intervene early, before the temperature rises.



The intervention that works when a student is mildly irritated often will not work once they are highly escalated.

Tea pot metaphor: lower the heat before the kettle whistles.



What can accidentally make things worse?

Small reactions can turn a minor refusal into a battle over authority.

Arguing back and forth

Trying to have the last word

Correcting publicly

Sarcasm

Matching volume or attitude

Five warnings without follow-through

Demanding an explanation mid-escalation

“Because I said so”

Ultimatums you will not enforce



Managing our anxiety

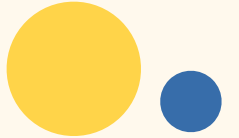
**Manage your own anxiety so it does not
interplay with their anxiety.**

Pause • Breathe • Soften face • Lower voice



De-escalation toolkit

Use CALMER to stay clear and consistent.



C

Control yourself first

Tone, volume, facial expression, physical distance.

A

Acknowledge without agreeing

"I can see you're frustrated."

L

Lower the audience

Correct privately whenever possible.

M

Make choices

Offer two acceptable choices.

E

Exit the power struggle

Do not argue, lecture, or defend repeatedly.

R

Reconnect + redirect

Once regulated, figure out how to return.

"If...then" or "When...then" keeps the limit clear without adding heat.

We are not removing consequences. We are changing the timing of the conversation.

Let's practice

Scenario: "I'm not doing this stupid assignment. I don't care."

First reaction / instinct?

Instead of: "Yes, you are. Stop being disrespectful and get to work."

Try: "Sounds like you're frustrated. You don't have to like the assignment, but we do need to get started."

Offer choice: start with questions 1–3, or work with me for one minute.

Ask: "Can you tell me what feels difficult right now?"



Different behavior = different intervention

Match the response to the function.

Behavior	Teacher's immediate goal
Arguing / oppositional	Do not enter the power struggle
Work refusal	Reduce barrier + offer choices
Disruptive / joking	Minimize the audience + redirect
Disrespectful comments	Set a calm boundary
Shut down / head down	Encourage without overwhelming
Angry / escalating	Regulation before consequences
Attention seeking	Do not reward escalation with excessive attention

“Handle it here” vs. escalate

De-escalation prevents manageable behavior from becoming unsafe behavior.

Classroom-manageable

Refusal, mild disrespect, arguing, complaining, noncompliance, low-level disruption, disengagement.

Requires additional support

Threats, violence, significant property destruction, elopement / safety concerns, suspected intoxication, serious self-harm or suicide concerns, or behavior that cannot be safely contained.

Key reminder: De-escalation is not about tolerating unsafe behavior. It is about timing the support and consequences safely.

Interactive scenarios

Choose the first sentence, the boundary, and the follow-up.



Power struggle

Student argues loudly in front of peers.

1. Regulate

2. Boundary

3. Reconnect

Work refusal

Student shuts down and refuses the assignment.

1. Regulate

2. Boundary

3. Reconnect

Escalation

Student's voice rises and body becomes tense.

1. Regulate

2. Boundary

3. Reconnect

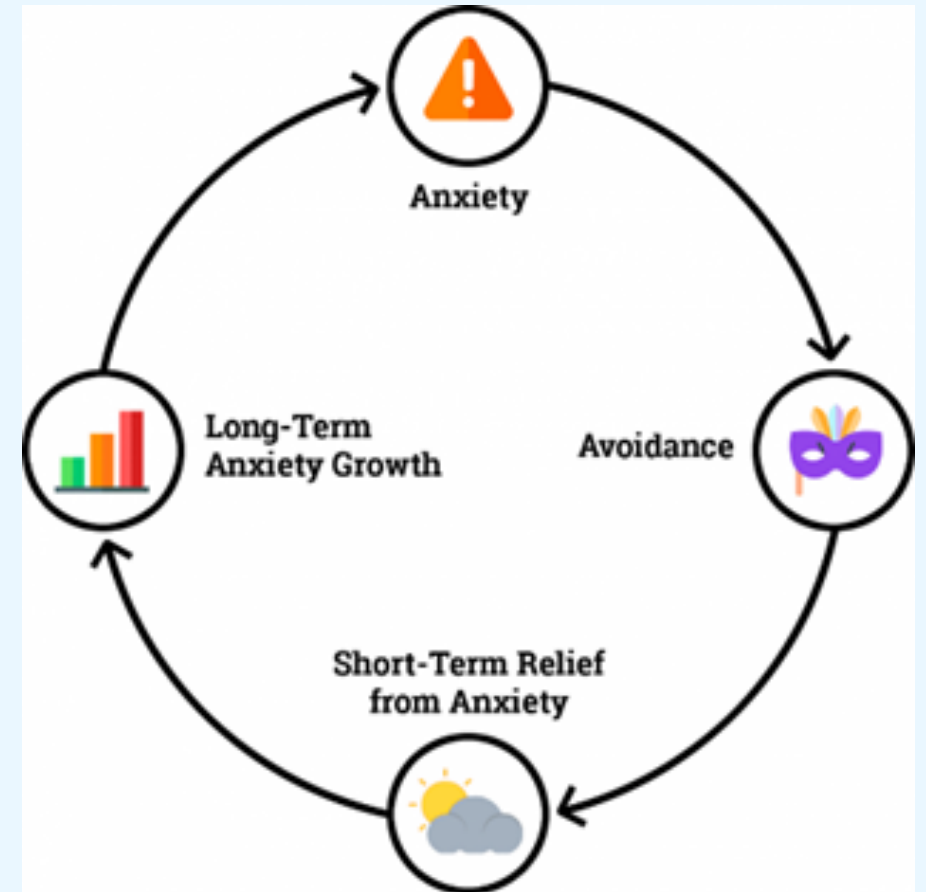
What could staff say in the first 10 seconds?

Parent Interactions

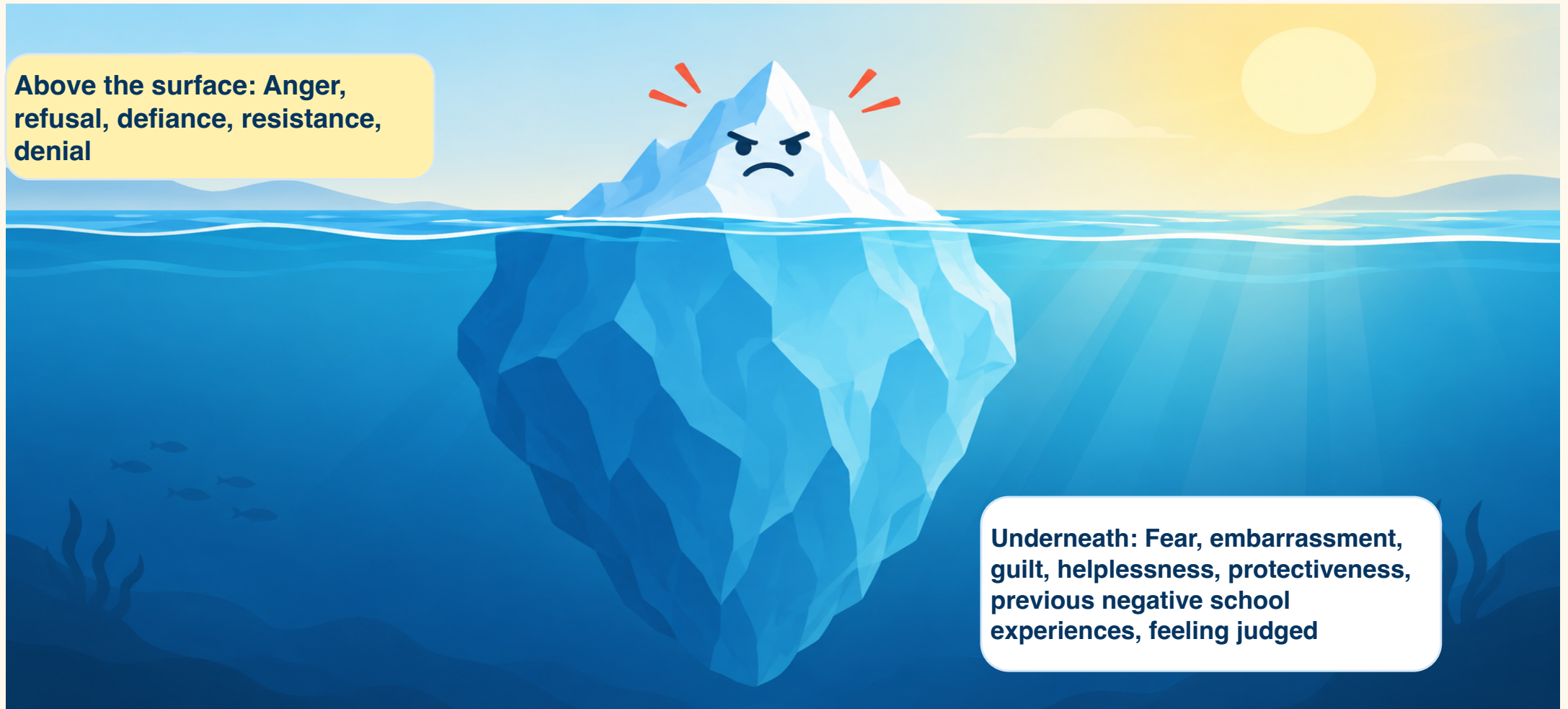
What are potential challenges when working with parents? Do we tend to avoid?



Avoiding communication often makes the eventual conversation harder, because the first time the parent hears from school may be after the situation has become serious.



Parent Interactions



If we can build an ongoing relationship from the start, it makes having the harder conversations more manageable.

Parent Interactions

Start With Partnership, Not a Problem



Connect



Describe



Collaborate

Start by communicating that you and the parent are on the same team

"I wanted to reach out because I really want to see Jordan be successful in my class."

If possible, include something genuine and positive:

"He's very social and brings a lot of energy to the classroom."

Stick to **observable behavior**, rather than labels. This is a particularly important distinction because **behavior is much easier to discuss than character**.

✗ "He's disrespectful and doesn't care."

✓ "Over the past three classes, when I've asked him to begin independent work, he's put his head down and declined to complete the assignment."

The message is: "I'm not calling to tell you what's wrong with your child. I'm calling because I want your help."

"I'm wondering if you see anything similar at home."
"Is there anything that tends to work well when he gets frustrated?"
"I'd love for us to come up with a plan together."

Parent Interactions

What If the Parent Gets Defensive?

“Well, he says YOU are always picking on him!”

Natural Response: “That's absolutely not true.
Your son is constantly disrupting my class.”



Alternative: “I'm glad you told me that. I definitely want to understand what he's experiencing. From my perspective, I've noticed that when I redirect him, he sometimes becomes upset and stops participating. I'd like to figure out how we can make those interactions go better.” ✓

“I can hear your concern without defending myself.”

That connects directly back to our **CALMER** principle of acknowledging without agreeing.

Parent Interactions

Don't Take the Bait



Parent: “I've never had another teacher complain about her.”

Teacher: “I understand. I'm just sharing what I'm currently seeing in my classroom so we can figure out how to support her.”

Parent: “Maybe if your class wasn't so boring, he'd actually pay attention.”

Teacher: “It sounds like he's shared that he's struggling to stay engaged. I'd like to talk about what we're seeing and what might help.”

Parent: “So you're saying my child is the problem?”

Teacher: “No. I'm saying there's a behavior we're seeing that's interfering with his success, and I'd like us to work together on it.”

Exiting The Power Struggle

Slow down



Listen



Redirect



Set
boundaries if
needed

Take home

You can maintain boundaries without escalating the interaction.

De-escalation ≠ letting students get away with behavior.

Validate feelings, not behaviors.

Connection and accountability can happen at the same time.

Regulate first. Problem-solve second. Consequences can come later.

De-escalation starts with managing self.

