Cunningham Children’s Home

a safe community . . .
a good education . . .
a place to call home . . .

cunninghamhome.org
Clients at Cunningham

- Significant emotional and behavioral health issues as the result of traumatic life experiences
- Learning challenges
- Verbal/physical aggression
- Loss of hope
- Complex mental health symptoms
Programs and Services

• Residential Treatment Center
• Elementary thru High School Education
  • Residential School; Urbana
  • Day Schools; Urbana
• Group Homes
• Vocational Training Services
• Transitional and Independent Living Assistance
• HopeSprings Counseling Center
Internship Opportunities

Flexible schedules

Variety of learning experiences

Being a resiliency factor for youth

Interacting with various community resources

Training opportunities (becoming certified in Therapeutic Crisis Intervention, workshops, team meetings, etc.)
Potential Intern Qualities

• Eager to learn more about mental health
• Understanding of how trauma impacts brain development
• Connection to Cunningham’s Mission, Vision, and Values
• Interest in a deeper understanding of how various community providers work together to assist clientele
• Possess the capabilities to establish and maintain healthy relationships
• Open to experiencing how hope is cultivated
• Strong self-care habits
• Availability to attend orientation in August 2018
Tasks You May Have During an Internship

- Build relationships with clients
- Model appropriate behaviors for clients
- Help clients problem solve
- Collaborate with the treatment team, attend team meetings, and/or attend client quarterly staffings
- Help clients identify and/or implement coping skills
- Learn about mental health diagnoses
- Learn how abuse and trauma impact children and adolescents
- Facilitate/co-facilitate groups
- Work with clients on therapeutic assignments
- Assist clients with completion of daily living skills
- Learn about various agency documentation and the documentation requirements
- Accompany staff to ACR’s, permanency hearings, IEP/EDC meetings and other mandated child welfare activities
- Assist students with classroom assignments and vocational responsibilities within the school
- Assist classroom teachers with behavioral data collection and analysis
- Assist with academic progress monitoring and implementation of interventions
- Completing case studies
- Collaborating on projects
Due dates and Application Process

• Please complete an application and submit your resume to the Psychology Department by **March 7th**
  – This information will be reviewed and sent to CCH for additional review
• If invited for an interview, you will be contacted to schedule an in-person interview that will be held **April 2nd and 3rd**
  – These will be 20 minutes or so; once you are selected you will receive information on how to sign up for a time slot
• If you are selected for the program, you will be notified in CCH by **April 9th**. Your information will then be sent to the Psychology Department so that you are enrolled in the hybrid class
• You will then be contacted by Human Resources at CCH to obtain paperwork. CCH works with a protected population, so everyone—including interns, is subject to a Physical with TB test, a background check, and fingerprinting before starting. Please, if you are selected, **complete this as quickly as possible**!
• If you are interested, but concerned about the week commitment before the Fall semester starts, please contact me as soon as possible. There is a possibility to complete some (or all) of the requirements over the summer.
My contact information

Cortney Auter
QI Compliance Coordinator/Internship Coordinator

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cauter@cunninghamhome.org
(217) 337-9078
hope begins here.

We all want and need the same things but we haven’t all had the same opportunities.

At Cunningham Children’s Home, a community converges to give hope to those who need it most—youth who suffer from serious emotional and behavioral challenges that have been caused by abuse, neglect, mental illness, and more.

Through comprehensive programs and services, Cunningham provides expert care to help our kids learn positive coping and behavioral skills, achieve realistic academic goals, and develop the life skills necessary to be successful in our community.

Cunningham is an exemplary child welfare and educational services agency that provides caring support and therapeutic intervention to more than 350 youth and their families each year.

For more information, please contact:
Cortney Auter, Medicaid Coordinator
217.337.9078 • cauter@cunninghamhome.org

ABOUT YOU AS AN INTERN:

• Candidates must be enrolled in an undergraduate or graduate program at an accredited college or university.

• The student’s academic program of study must include a formalized intern component designating the expectations of the intern, university/college and the field placement agency.

• The student’s academic program must either have an existing relationship with Cunningham Children’s Home or be able to establish a formal relationship before an intern can be considered.

• The academic program or the student must provide professional liability insurance for the intern.

• Students must be able to complete up to two and a half weeks of required orientation training prior to beginning the internship.

• In some cases, students may be required to possess a valid Illinois drivers’ license.

• Students will need to submit to a pre-employment drug screen and background check.

• Students must possess the physical and emotional strength to effectively and safely manage youth during aggressive or self-harming episodes, and be able to successfully complete training in Therapeutic Crisis Intervention.

• Students must complete a screening and interview process to determine if there is an appropriate internship available at the time of application.

1301 N. Cunningham Avenue, Urbana, Illinois 61802 • P 217.367.3728 • cunninghamhome.org
Are you a psychology, social work, special education, human services, community health, or leisure studies student?

Would you like a career working with children who have serious emotional and behavior disorders?

Cunningham has a variety of internship opportunities for you!

POSSIBLE INTERNSHIPS:
Direct practice with a client, Special Therapies (recreation, music), case management, research/program evaluation, administrative

Internships are currently offered in collaboration with University of Illinois, Illinois State University, Eastern Illinois University, and others.

PROGRAMS & SERVICES:

Residential Treatment Program
- Provides around-the-clock therapeutic intervention and support for youth ages 9 to 18, as well as youth ages 15 to 20 in our group homes.

Transitional & Independent Living
- Offers young people ages 17 to 21 including pregnant and parenting teens, the opportunity to learn to live on their own while receiving therapeutic support from nurses, counselors, and vocational counselors.

CIRCLE Academy Day Treatment Schools
- CIRCLE Academy Therapeutic Day Schools in Urbana and Rossville provide special education and day treatment to students who are referred by their local school district.

The Winfred Gerber School
- Furnishes the special education services for kids in the Residential Treatment Program and group homes.

Special Therapies
- Offers therapeutic recreation, music, and art programming for residential programs.

Spiritual Services
- Grants opportunities for spiritual exploration through worship, group discussions, music, prayer, praise dance, or other creative expressions.

Health Services
- Maintains medical needs of youth in Residential Treatment, Independent Living, and CIRCLE Academy through collaboration of Registered Nurses and staff.

Vocational Services/Continuing Education
- Students receive vocational planning, education, job coaching, and hands-on experiences in job sites throughout our campus and community, matched to their interests and abilities.
- Independent and Transitional Living clients receive vocational counseling and support from a vocational specialist, and may be placed in vocational training.
- Bill Myers Education Fund scholarships are available to current and former residents pursuing higher education or vocational training programs.

Follow us on Facebook: CunninghamChildrensHome
The Beginning 1894-1910 - The Women’s Home Missionary Society accepts the deeded gift of Judge and Mary Cunningham’s home to be used as a Deaconess home and to care for dependent children.

In 1910, there was no longer a need for a Deaconess home. The sole mission became meeting the needs of dependent children only. In 1921, the name was changed to Cunningham Children’s Home, Inc. of Urbana, Illinois.

Narrowing the Focus 1910-1925 - Sheldon Hall built as a school building and medical isolation ward, over time it would house the nursery, boys and girls dormitories, and administrative offices. Influenza outbreak of 1918 creates need for an infirmary; Illinois Hall is built in 1921.

The Depression Era 1925-1933 - University of Illinois Professor James White is asked to develop plan for “home of the future” but plans are put on hold. Cunningham emerges from the depression free of debt and with a healthy cash reserve.

Re-imagining the Future 1949-1960 - Sarah English becomes superintendent and introduces child development and social work practices to campus. Family-like environments are deemed important, resulting in construction of four cottages on campus.

Dawn of a New Era 1961-1976 - Due to focus on social work and therapeutic practices, Cunningham becomes a residential treatment center.

A Residential Treatment Center 1976-1988 - Cunningham is firmly established as a home for abused and neglected children. Gerber School is built on campus to meet the educational needs of the children.

The Legacy Continues 1988-1999 - Programs expand to meet needs of youth who are not in Residential Treatment including Foster Care Program and CIRCLE Academy Therapeutic Day Treatment School.
Keeping the Promise 2000-2007 - Master Campus Plan developed to respond to the needs of kids. The Residential Treatment Center and Spiritual Life Center are built during Phase I of the plan.

Continuing the Mission 2008-2012 - Transitional Living Program expands with more apartments. CIRCLE Academy adds first grade and post-high school classrooms. Goodman cottage reopens after extensive renovations.

Serving New Youth and Families 2014-Present - CIRCLE Academy - Vermilion opens in Rossville, Illinois to serve youth and families from a wider geographic region. The Board approves redesigned architectural drawings for the Education and Recreation Center and commits to moving forward with a campaign to raise an additional $8.5 million for the building. For the first time, Cunningham offers its counseling expertise directly to individuals—mainly youth and families—in the community through HopeSprings Counseling Services. Groundbreaking for the ERC occurs in late August 2017 and construction begins.

Four Main Areas of Focus

1. RESIDENTIAL TREATMENT
   - Four residential units: Goodman, Jedi, Cornerstone (boys); New Hope (girls)
   - Two Group Homes: Girls Group Home (on campus), & Kendall Boys Group Home (in Urbana)
   - Special Therapies (art, music, and recreation programming)
   - Health Services (registered nurses on call 24/7)

2. SPECIAL EDUCATION
   - Gerber Residential School for youth in residential treatment
   - CIRCLE Academy Therapeutic Day Schools in Urbana and Rossville for youth in our community who live at home and have behavioral and emotional issues who cannot be served by the public school system

3. COMMUNITY SERVICES
   - Transitional Living: older youth who are ready to transition to living on their own
   - Independent Living: youth who have their own apartments, but still require therapeutic support from staff
   - Vocational Education provides valuable work experience matched to each youth’s interests and abilities
   - HopeSprings Counseling Services for youth and families experiencing difficult life situations.

4. SPIRITUAL LIFE PROGRAMMING
   - Opportunity for spiritual exploration through worship, group discussions, music, prayer, praise dance, and other creative expressions.
Emotional and behavioral problems may not seem like disabilities but they are. Although they may be invisible disabilities, they can be very serious and debilitating. For children, emotional and behavioral problems can impact their ability to function, learn, and develop healthy relationships with others.

The children and youth at Cunningham Children’s Home have a wide range of disabilities – emotional and behavioral problems, special education needs, and learning challenges because of various life trauma.

The majority of Cunningham youth have suffered severe trauma at least once in their life due to physical abuse, sexual abuse, and/or neglect. Trauma deeply affects a child psychologically affecting the way they form relationships, their ability to feel safe, brain function, and emotional stability. Cunningham youth typically experience a variety of grief, loss, and abandonment issues.

Youth that are hurting may be angry and frustrated and unable to express or control their rage or they may become withdrawn and depressed. Some youth will function below their chronological age and have the emotional behavior of a younger child. If left untreated, a child’s emotional and behavior problems can escalate and lead to more serious problems in adulthood.

Other children at Cunningham have experienced developmental difficulties caused by birth trauma and autism, which are equally disabling and require special education in an intense therapeutic environment.

Cunningham provides individualized therapeutic interventions and special education to help children and youth feel safe and cared for so they can begin to heal and reach their full potential. These interventions include play therapy, family therapy, individual psychotherapy, group therapy, and recreational therapy by clinically trained staff working under the supervision of licensed mental health professionals.

Individualized treatment at Cunningham begins with a professional diagnosis of a youth’s condition. Today, the most common disabilities in our youth are Post-Traumatic Stress Disorder, Attention-Deficit Hyperactivity Disorder, Bipolar Disorder, and Depressive Disorder. In fact, most of our youth tend to have at least two of these disorders which makes diagnosing and treating their symptoms very complex. Youth in Cunningham’s residential treatment program are being treated with at least one form of psychotropic medication.

The following is a list of the most common diagnoses or types of psychological and neurological disorders currently being treated at Cunningham. As a friend of Cunningham and someone who is concerned about troubled youth, we hope this information will help you better understand the invisible disabilities our children and youth are struggling with, and how our programs and services are helping them. This information was compiled from a variety of professional and public sources and is not intended for diagnostic purposes.
Post-Traumatic Stress Disorder (PTSD)
Often experienced by war veterans, PTSD may occur when any individual is exposed to a terrifying event(s) where physical harm occurred or was threatened. PTSD is extremely disabling and may cause individuals to experience flashback episodes and nightmares or high levels of anxiety when exposed to similar events or things that remind them of the traumatic experience.

Attention-Deficit Hyperactivity Disorder (ADHD)
ADHD is most often found in youth. ADHD is marked by a chronic inability to pay attention or focus on activities and details, such as schoolwork, or being easily distracted or forgetful. Children with ADHD fidget and have trouble sitting still or participating quietly in activities.

Oppositional Defiant Disorder (ODD)
Youth with ODD show hostile, negative, and defiant behavior for a period of at least six months. They often lose their temper easily, argue with adults, and willfully refuse or defy an adult’s requests or rules. ODD causes individuals to be angry and easily annoyed by others and to blame their behavior on others.

Reactive Attachment Disorder (RAD, also known as AD or Attachment Disorder)
Individuals with RAD have difficulty forming loving, lasting, intimate relationships; a nearly complete lack of ability to be genuinely affectionate with others; and failure to develop a conscience or learn how to trust.

Depressive Disorder
Depression is a very significant and debilitating disorder that is characterized by irritability in children, overwhelming sadness, or feelings of hopelessness. Normal activities that once brought pleasure are no longer interesting. Other symptoms include rapid weight loss or gain, insomnia, chronic fatigue and the inability to concentrate on activities. In severe cases, recurrent thoughts of suicide or death occur. A major depressive episode is diagnosed when these symptoms last at least two weeks and are not caused by normal bereavement, a medical condition (i.e. terminal illness, hypothyroidism, etc.), alcohol, or drug abuse.
Borderline Personality Disorder
Although this disorder cannot clinically be diagnosed in an individual under the age of 18, many Cunningham youth present early signs of Borderline Personality Disorder. The signs include inaccurate perceptions about relationships, frequent feelings of rejection, and behavior that is excessively dramatic and emotional. Individuals with this disorder are unable to control their emotional reactions, seek attention, and may practice self-harm.

Bipolar Disorder
With Bipolar Disorder, individuals have episodes of depression, some periods of wellness and episodes of mania (an extremely elevated mood), which is the opposite of depression. Bipolar Disorder is one of the most serious illnesses to treat in children and youth and can range from being disabling to lethal.

Conduct Disorder
Individuals with Conduct Disorder show a persistent and repetitive pattern of behavior that ignores the basic rights of other people or is age and/or socially inappropriate. This behavior includes aggression towards people and animals, destruction of property, deceitfulness or theft and serious violation of rules.

Generalized Anxiety Disorder (GAD)
People with GAD experience a chronic, exaggerated period (six months or longer) where they are plagued with excessive worry about money, health, family or work—far beyond the normal anxiety most people have. GAD can result in physical fatigue, trembling, irritability, and headaches and often accompanies depression.

Psychotic or Thought Disorder
Psychotic Disorder includes the presence of hallucinations, delusions, disorganized speech and catatonic behavior. These behaviors may be a reaction to a stressor and may be brief (1 to 30 days) in which the individuals may experience emotional turmoil and overwhelming confusion. Care should be taken to protect the individual during periods of rapid mood or behavior shifts.

Obsessive Compulsive Disorder (OCD)
Individuals with OCD are plagued with persistent anxious thoughts they cannot control (obsessions) and the urgent fear that they must perform certain rituals or something bad will happen (compulsions). OCD causes people to be obsessed with germs and wash their hands repeatedly or they may be filled with doubt and feel compelled to check things repeatedly. Children with OCD do not realize their behavior is unusual.
Schizoaffective Disorder
Individuals with Schizoaffective Disorder experience psychotic symptoms such as hallucinations (hearing voices), disorganized thinking (unclear thoughts), delusional thoughts, and/or thoughts of suicide. They may display mood disturbance such as depression, or a combination of both manic and depressive symptoms. This disorder can cause a lack of concern about hygiene and physical appearance and thoughts of suicide.

Autism Spectrum Disorders
Autism is characterized by a severely abnormal or impaired development of social interaction and communication skills with a very limited range of interests and activities. Autistic children may be oblivious to other children or the needs of others. They may have limited (if any) speech or inappropriately repeat things like radio advertisements, or have a preoccupation with certain subjects or activities. Cunningham does not admit children with an Autism diagnosis. However, some Cunningham youth have Asperger's Disorder or Pervasive Developmental Disorder, which are on the Autism Spectrum. Asperger's is a higher functioning form of Autism. It can cause serious impairment in social functioning and other areas of behavior. Asperger's is marked by an inability to develop peer relationships or have social or emotional reciprocity, and a repetitive behavior or preoccupation with certain subjects or objects. Pervasive Developmental Disorder is characterized by severe and pervasive impairments in several areas of development, including reciprocal social interaction skills and communication skills which are not normal for the child's developmental stage or mental age.