The Summer Treatment Program (STP) at Cleveland Clinic Children’s announces positions for summer teaching and internships for teachers, undergraduate students, or recent graduates in Education, Special Education, Psychology, and related fields. Positions are open for Developmental Specialists (teachers) and Developmental Aides for children with Attention-Deficit Hyperactivity Disorder (ADHD). The program provides treatment tailored to children's individual behavioral and learning difficulties and serves children ages six through fourteen. The STP is directed by Michael Manos, Ph.D., Head of the ADHD Center for Evaluation and Treatment (ACET) and Center for Pediatric Behavioral Health. The Summer Treatment Program provides treatment tailored to children's individual behavioral and learning difficulties. In 1993, the Summer Treatment Program was named as a Model Program for Service Delivery for Child and Family Mental Health by the Section on Clinical Child Psychology and Division of Child, Youth, and Family Services of the American Psychological Association, as well as the model for the Multi-Site study in ADHD funded by the National Institute for Mental Health and United States Office of Education.

Teachers and aides are employed for 10 weeks from June 6th through August 12th, 2022. Teachers and aides’ hours of employment are approximately 8:00am – 5:30pm, Monday through Friday. Two teachers and four aides are needed to staff the STP Academic Learning Center and STP-Academic Learning Center. All positions are hired through Cleveland Clinic and are paid at an hourly rate. Academic course credit can often be arranged through the student's own university department. Arrangements for credit varies depending on the credit-granting department or university.

During the Summer Treatment Program, all children participate in one or two learning center sessions daily. Younger children (STP/ages 6-11) participate in the Academic and Computer Learning Centers each day. Adolescents (STP/ages 12-14) participate in two classroom periods – History and Strategies – designed to teach academic independence skills and work habits necessary for success in middle school and high school settings. During the periods, teachers and aides implement behavior modification programs that are designed to treat children's problems in a classroom setting. In addition, children are assigned to groups that remain constant for the duration of the program. Aides are usually assigned to work in one of the three learning centers and work with 2-3 groups of children. Aides will be responsible for implementing the classroom behavior management system, assisting the teachers in preparation of daily materials, and scoring, grading, and recording of the children's work.

Classroom Teachers and Aides manage the children's behavior in the classrooms using a point system that includes both reward components (earning points for work completion and accuracy) and response-cost components (losing points for violating classroom rules). Public recognition and praise are given for assignment completion and for work accuracy. In addition, staff members implement time out from procedures when a child exhibits intentional aggression, intentional destruction of property, or repeated noncompliance. Children receive a variety of assignments during the academic class, individualized according to each child's needs. In the computer classroom, children work on a variety of individualized academic skills, using computer-based instruction. In the art class, children work on projects individually and cooperatively.

Classroom Teachers and Aides will be required to memorize the operational definitions of the categories used in the behavior management system prior to the start of the internship. Training for the positions will include:
1. learning the etiology, nature, and prognosis of ADHD, ODD, and CD;
2. learning the behavior modification treatment program (includes token/economy system, time out, physical management, etc.);
3. learning behavioral assessment procedures for pinpointing and monitoring behavior change;
4. learning to develop and to implement individualized behavior modification programs;
5. learning to record classroom data and learning to enter data into database.

Staff who have worked in the program have found it a valuable opportunity to receive intensive training and to gain experience with children in a clinical setting, and a means to obtain letters of recommendation to help them in their future careers. Based on recent staff feedback (collected 2018-2021), 100% indicated that they would recommend the position to a friend or classmate. Sample comments from past staff include:

"I have never worked with people so highly educated, fun, kind-hearted, supportive, and relatable in my entire life."
– Undergraduate Counselor

"I believe I grew up immensely over the summer in both professionalism and communication skills in the workplace."
– Classroom Aide

Classroom Teacher and Aide positions are presently available, and applications are competitive. Interested persons should apply as soon as possible. In addition to the 6 total classroom positions available, approximately 20-25 Undergraduate Counselor positions will also be available for undergraduate students and recent graduates. Students who wish to apply for more than one position should submit only one set of application materials.

For additional information or to begin the application process, please contact Eric Geyer, STP Program Director, by email at geypre@ccf.org. Phone inquiries may be made by calling 216-444-0075. Applications are also available online at www.clevelandclinic.org/STP. Curriculum vitae and two letters of recommendation are required. The deadline for applications is March 10, 2022. However, the interview process will begin in January and will end once all positions have been filled, even if this is prior to the aforementioned deadline. Therefore, prospective staff are encouraged to apply early.