

DRAFT February 2013

York Region Central Intake for Day Treatment Services Committee

Developing a Best Practices Framework for Student Transition to and from Day Treatment



Purpose of presentation

- To inform Day Treatment service providers, COMPASS staff, School Board personnel, parents and students about best practices for transitioning students to a Day Treatment Program and from a Day Treatment Program back into the school system.



Why are transition plans important?



- Ultimately we all want to prepare our students for long term success beyond Day Treatment. Better transition plans lead to better short and longer term outcomes, i.e. they better the odds for students successfully integrating back into the school system and their community.

A critical premise is that 'transition' is an ongoing process with specific milestones.



Specific Elements for Successful Transition to a Day Treatment Program

Prior to the Admission to Day Treatment Meeting...



- Appropriate school supports (e.g. YRDSB Intervention Team, YCDSB Behaviour Resource Team, COMPASS) are informed and available to support the student and parent/guardian in the referral/transition process.



- School information, including current psychological and academic assessments, is submitted to the Day Treatment Program.
- Student and/or parent/guardian attend an Orientation Session for Day Treatment at which time information is provided regarding all facets of Day Treatment to assist with a decision to proceed with referral.



- If appropriate, a SEA claim must be submitted by the sending school prior to admission to Day Treatment.

A SEA claim cannot be submitted while a student is in a Day Treatment Program.

- A clinical assessment is completed by the Day Treatment team to include family, school support staff and other relevant service providers.
- Agency support person is assigned by the Day Treatment Program to assist student and parent/guardian in preparing for transition to the Day Treatment Program.



Day Treatment staff support the transition by arranging an introduction to the Day Treatment classroom setting for the student and parent/guardian via:

- a visit to the program
- a meeting with staff team and past or present participants if desired and possible

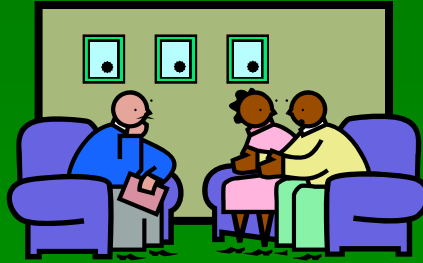


- student meeting with potential classmates (where appropriate)
- a visit of sending and receiving teachers to each other's classrooms to discuss transition

At the Admission Meeting...



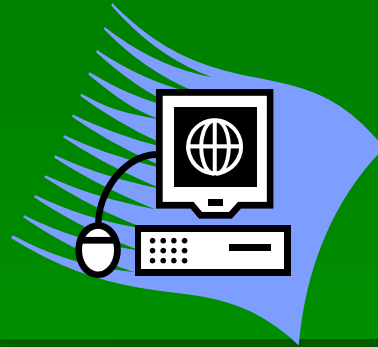
- Appropriate school supports (e.g. YRDSB Intervention Team, YCDSB Behaviour Resource Team, COMPASS) are involved.
- Date is determined for student admission to the Day Treatment Program and a tentative date is set for transition back to school.



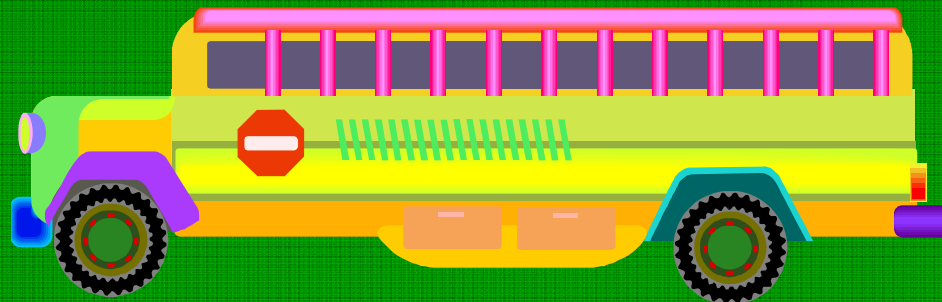
- Student is involved in setting goals while at Day Treatment.
- Parent/guardian provides input to the transition/treatment plan and clearly understands the process and critical role they play in the plan.



- An individualized student 'tool kit' is prepared and resources are added throughout the student's Day Treatment placement. This 'tool kit' includes strategies for the student, parent/guardian and teachers on how best to manage a variety of issues/situations when the student is back at school.



- When SEA equipment has been assigned, appropriate arrangements are made to transfer.
- Request for Special Transportation Form is completed and submitted addressing any transportation needs.



While Student Attends Day Treatment Program...



- Staff discuss goal of transition with student and parent/guardian throughout the Day Treatment placement.
- Program support is provided, based on the student's unique needs, to include teachers, child and youth workers, social workers, psychologists, psychiatrists, speech and language pathologists, occupational therapists, nurses and medical doctors. (Availability of specific disciplines vary with each Day Treatment Program.)

- A flexible and individualized academic program (which is outlined in the IEP) is developed and integrated with the student's treatment plan to best prepare him/her for re-entry to the school system. The Transition Plan, as part of the IEP, is a critical component for planning.

Considerations:

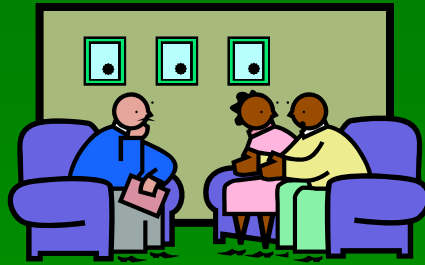
- Build an academic/vocational skill base by taking into account student's interests, abilities and long term goals.
- Help the student to develop "pathways" or a direction for future vocation.
- Create a treatment component that can be credit bearing.

Therapeutic environments and responsive interventions are provided on an individual and/or group basis to address:

–anxiety related to school attendance (e.g. academics, peers, teachers) and fears regarding everyday concerns (e.g. getting lost, forgetting locker combination)

- social/emotional skills
- self awareness (strengths/needs and coping strategies)
- self regulation/control
- self advocacy
- changes that naturally occur throughout the year (e.g. change of semester, March Break)

- Student is exposed to new experiences.
- Groups/workshops are provided that focus on re-integration (e.g. effective problem solving, engaging in peer conversations, how to stay connected to the school beyond academics).
- Skills important to school success are explicitly taught (e.g. organization, time management, use of SEA equipment).



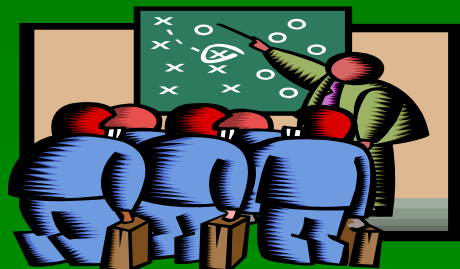
- Therapeutic environments and responsive interventions are provided to parent/guardian/family to assist them in dealing with family dynamics that might be creating challenges for the student and may potentially interfere with transition plans.

The Day Treatment setting is structured as much as possible to support re-integration by paralleling the regular school environment (e.g. staffroom, trips, creating a rotational system between teachers and activities, riding on a bus).





- A portfolio is maintained to include academic information, social/emotional skills, life skills and mental health strategies (highlighting strengths, goals, progress, work samples, skills to be developed).
- An individualized student 'tool kit' continues to be developed.
- Ongoing updates are provided to the sending school and support staff as appropriate.



- Collaborative planning occurs among the Day Treatment Program staff, involved school board staff, student and parent/guardian regarding determination of best re-entry program/school.
- Reassurance is provided to the student and parent/guardian that they will continue to be supported by the Day Treatment Program during the transition and services that will be made available to them are clarified.
- Student is involved in setting transition goals.

Specific Elements for Successful Transition from a Day Treatment Program

Re-entry/Transition from Day Treatment Meeting...



- An individualized re-entry plan (contract) is developed highlighting commitments to support transition. Contract includes the responsibilities of the student (as appropriate), parent/guardian, Day Treatment Program staff, receiving school staff, school board staff supports and involved agencies.

Re-Entry Plan includes:

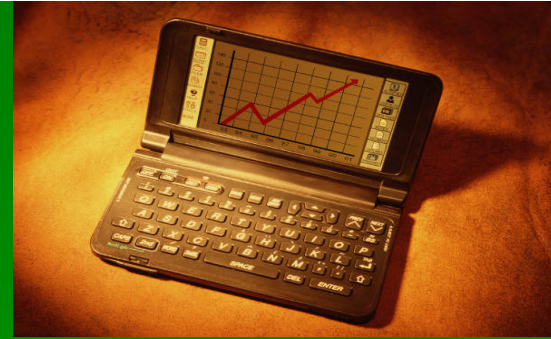


- consideration for partial/full re-entry based on student's needs
- considerations re: diversity (e.g. ESL, culture, sexual orientation)
- medical/medication considerations
- identification of a key contact person at the Day Treatment Program and receiving school



- identification of a point person at the receiving school to provide direct support/check-ins with the student on a regular basis
- link to a school mate who is interested in providing support to the student where feasible
- involvement of school support teams
- sharing of assessments conducted during treatment
- school board staff expertise (e.g. psychology, social work, guidance) and the roles they can each play in supporting the re-entry plan

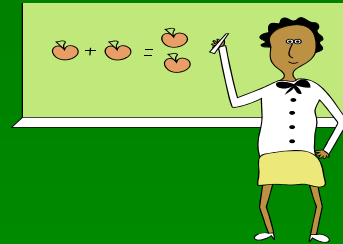




- scheduling of an IPRC meeting if necessary
- collaborative development and sharing of a student Safety Plan or positive behaviour support plan if necessary
- parent/guardian school communication plan with the school
- transfer of OSR back to Board in a timely manner
- transfer of SEA equipment as applicable
- transportation arrangements



- visit to the receiving school program by student, parent/guardian and Day Treatment staff to include meeting with school administration and teachers and student introduction to the classroom setting (and classmates when appropriate)
- communication/information exchange plan and when possible a visit of sending and receiving teachers to each other's classrooms to discuss transition
- plan to share student IEP with all teachers involved at the receiving school
- sharing of student Day Treatment portfolio and 'tool kit'



- Potential classroom programs are introduced to the student prior to re-entry (e.g. S.N.A.P.).
- Information is shared with relevant school personnel on presenting mental health/developmental issues when appropriate.
- Awareness training on mental health/developmental issues is provided to classmates when appropriate.
- Community support and/or treatment groups/interventions are arranged for student and parent/guardian as needed.

- Plan is in place to address challenges/struggles and includes a proactive system of problem solving and communication, i.e. process by which student and parent/guardian can debrief issues as they arise.
- Former student(s) can be invited to share their story with the student preparing for transition when appropriate.

One Week Prior to Re-entry...



Day Treatment key contact connects with key contact at the receiving school to:

- review student's re-entry plan/profile
- ensure every staff member involved with the student has all pertinent information (academic/mental health/developmental)
- make available information sharing opportunities for school staff to best prepare for student needs

Check-in Plan...



- Day Treatment staff provide responsive interventions to student and parent/guardian and check-ins/consultation with student and identified school staff for a pre-negotiated period of time to support the transition plan. This support will phase in or out as needed (minimum of 4-6 months following re-entry).
- Parent/guardian, student and teacher complete a 'feedback evaluation form' to ensure everyone is feeling confident with the re-entry plan. If issues arise, a meeting is arranged to resolve the concerns (e.g. In-School Team meeting).
- Community supports are in place that will continue to provide longer term support for the student and family.

Questions/Comments/Thoughts/
Suggested Next Steps

