Transitioning to Success
Planning for Reintegration after Disciplinary Alternative Placement

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What is Success?
How do we get around the Barriers?
Disciplinary Alternative Education Placements
The Disciplinary Progression

**ISS** - In School Suspension
Student is removed from the classroom but kept on campus in a contained environment

**OSS** - Out of School Suspension
Student is removed from the school campus for a certain number of days

**DAEP** - Disciplinary Alternative Education Program
Student is removed from the regular campus and assigned to a separate campus for a certain number of days
80%

Of all students in DAEP are students of color

Kennedy, Acosta, & Soutullo, 2019
Student returns from DAEP to Home Campus

Student is removed from the classroom

Recidivism Cycle

Student is removed from the Home Campus to DAEP
How do we interrupt the cycle?
New School

Transitions

DAEP
Planning for reintegration to the Home Campus must begin the moment the student steps foot on the DAEP Campus.
A Transition process is “a coordinated set of activities for the youth, designed within an outcome-oriented process, which promotes successful movement from the community to a correctional program setting, and from a correctional program setting to post-incarceration activities.”

National Evaluation and Technical Assistance Center for the Education of Children or Youth Who are Neglected, Delinquent, or At Risk, Transition Toolkit 2.0

Brock, O’Cummings, & Milligan, 2008, p.3
Changing School Environments and Processes to Better Serve Students
System of Care

- Coordinated, comprehensive approach within a community to care for youth and children
- Considers community’s specific characteristics and assets
- Considers community’s gaps and needs
- Considers community’s capacity for change
- Family driven
- Youth guided
- Culturally and linguistically sensitive and responsive

Foster-Fishman & Droge, 2010
System Analysis

- Boundaries Defined
  - Target Problem
  - Who is involved
- Key Stakeholders
- Locations of Power
- Desired Outcome
  - Who is involved
System Analysis

Boundaries
- Problem: Lack of Continuity in educational services
- Parts of the System: Communication practices, roles of professionals, laws, regulations, access to social emotional services, quality academic services

Desired Outcome
Increase academic success of students and decrease strain on the education institution

Stakeholders
Students, families, administrators, teachers, social workers, juvenile justice personnel, child welfare workers, social service providers, state legislatures, employers

Locations of Power
School administrators, policy makers, disciplinary hearing officers, teachers
Admin in charge of discipline at each campus and central office

Build rapport with Admin and provide Transition Process for implementation

Systemic Change
Transition Model

- Teaming
- Intake Screening
- Planning
- Implementation
- Refer
- Facilitate
- Continuum of Care
- Connect with Key Personnel
- Follow Back

Transitioning to Success
Teaming
Intake Screening

Upon DAEP Arrival:
- SDQ results analyzed by mental health provider to identify needs for further assessment

At DAEP:
- Additional screening tools used depending on results of SDQ
- Strengths and Difficulties Questionnaire used universally

DAEP to Home Campus:
- Assessment and Treatment process begins and is transferred back to home campus
Implementation
Refer and Facilitate
Continuum of Care

- Work accomplished at DAEP
- Services accessed in the community
- Implement at Home Campus
Connect with Key Personnel
SUCCESS is in the Follow Up!
Changing Student Behaviors to Increase School Success
Transitions are “the ‘joints’ that connect daily experiences” and involve any movement of a child from one physical environment to another.

Purvis, et al., 2013, p. 364
Affective  +  Metacognitive  +  Behavioral

Self-Regulation

Boekaerts, Pintrich, & Zeidner, 2005
Individualized Needs

- Identified in Screening and Intake process
- Every child is unique
- Consider creative options that work
- Align around common goals
Success Plan for Transition
Texas HB 2184

- Legislation passed in spring 2019 requiring Individualized Transition Plans
- Requires Transition Plans for all Alternative Education Programs: DAEP, JJAEP, residential programs contracted with Juvenile Justice
- Must provide assessment of academic growth and results of any assessment instruments given at Alternative Placement
- Must include input from: school counselors, peace officers, resource officers, licensed clinical social workers, campus behavior coordinators, classroom teachers, and any other pertinent school personnel

Transition Plan

- Document that succinctly and clearly articulates practices that will help the student succeed at their home campus
- Built collaboratively with student and teachers
- Shared with appropriate personnel
- Give the student voice
- Facilitates conversations and healthy communication
- Specific attention to social emotional needs and not only academic
Transition Plan

Message From Student: “I wish my home campus knew....”

Trusted adult(s) on home campus identified by student and the characteristics that s/he finds trustworthy:
## Transition Plan

**DAEP Contact Person Name:**  
**Phone:**  
**Email:**

Place an X in the box next to all behaviors that have been problematic for the student:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression towards peers</td>
<td>Tests limits</td>
</tr>
<tr>
<td>Aggression towards adults</td>
<td>Impulsive speech or behavior</td>
</tr>
<tr>
<td>Major rule violations</td>
<td>Seeks attention in negative ways</td>
</tr>
<tr>
<td>Verbally/physically harasses others</td>
<td>Withdrawn or unresponsive</td>
</tr>
<tr>
<td>Becomes easily distracted</td>
<td>Other:</td>
</tr>
</tbody>
</table>
# Transition Plan

## Plan for Success:

<table>
<thead>
<tr>
<th>Behaviors of Concern:</th>
<th>Distress Signals given off by Student when getting dysregulated</th>
<th>Known Precursors of Disruptive Behaviors:</th>
<th>Successful Strategies for Student Self-Regulation:</th>
<th>Successful Teacher Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Transition Plan

Additional Recommendations for supporting student success (can include Academic supports, suggestions for continued social skills training, etc):
## Transition Plan

### Social Assets and Needs and identified that impact school success:

<table>
<thead>
<tr>
<th>Stable housing</th>
<th>Unstable housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food security</td>
<td>Food insecurity</td>
</tr>
<tr>
<td>Stable/supportive family relationships</td>
<td>Unstable/unsupportive family relationships</td>
</tr>
<tr>
<td>Has reliable transportation</td>
<td>Transportation needs</td>
</tr>
<tr>
<td>Has access to health care</td>
<td>Unmet health care needs</td>
</tr>
<tr>
<td>Healthy and well-kept physical appearance</td>
<td>Personal hygiene needs</td>
</tr>
<tr>
<td>Involvement with Child Protective Services</td>
<td>Significant Loss (housing, relationship, death of family member, etc)</td>
</tr>
<tr>
<td>Financial stability</td>
<td>Financial instability</td>
</tr>
<tr>
<td>Receiving support services</td>
<td>Student reports being bullied</td>
</tr>
<tr>
<td>Please name Services/Providers:</td>
<td></td>
</tr>
<tr>
<td>Positive Peer Relationships</td>
<td>Struggles with Peer Relationships</td>
</tr>
<tr>
<td>Substance use or misuse</td>
<td>Positive Community involvement</td>
</tr>
<tr>
<td>Probation officer (Name: )</td>
<td>Court Involvement</td>
</tr>
</tbody>
</table>
## Transition Plan

**Attendance while at Alternative Placement:**

<table>
<thead>
<tr>
<th>Attendance Description</th>
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</thead>
<tbody>
<tr>
<td>Always Present</td>
</tr>
<tr>
<td>Regular Attendance</td>
</tr>
<tr>
<td>Frequent Absences (number of days: )</td>
</tr>
<tr>
<td>Frequent Tardies or missing class periods</td>
</tr>
</tbody>
</table>
Case Study
Questions?

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Waco Independent School District, BEAR Project

Hogg Foundation for Mental Health


