



New Britain Transitional Center—A Model School for Success with the SED Student
We're a Small School Making a BIG Difference

New Britain Transitional Center

A Model School for Success with the SED Student *We're a Small School Making a BIG Difference*

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New Britain, CT

- New Britain, CT is a medium sized city.
 - Approximate population = 72,600
- Unlike some cities where white-collar or blue-collar occupations dominate the local economy, New Britain is neither predominantly one nor the other. It has a mixed workforce of both white- & blue-collar jobs.
- 18.11% of New Britain adults have a bachelor's/advanced degree.
 - Close to the national average of 21.84%.
- Per capita income (Total income / total pop) = \$22,087 (middle relative to national average).
 - NB contains wide range of people, both very wealthy & very poor.
- Extremely ethnically diverse, greatest number of people report race to be white, followed by black; sizeable Hispanic/Latino population (can be of any race) = 40.75% of NB residents.
- Most common language spoken is English, followed by Spanish and Polish.

<https://www.neighborhoodscout.com/ct/new-britain>

Consolidated School District of New Britain (CSDNB)

- CSDNB student enrollment = approximately 10,000 students (K-12)
- Students participate in their education in their least restrictive environment. Special education consists of the following:
 - Inclusion
 - Resource room
 - Self-contained classroom in regular school building
 - Self-contained classroom in an alternative school
 - Self-contained classroom in an out-of-district placement

New Britain Transitional Center (NBTC)

- Highly restrictive special education program
- Alternative school within the district offering self-contained special education
- Students with significant social/emotional/behavioral difficulties
 - (most with Serious Emotional Disturbance)
- 1 special education teacher and 1 para educator per class
- 3 behavior support assistants, security guard, nurse, school psychologist, principal, secretary
 - PE, music and art teachers, Speech/Language, OT, PT
- Approximately 45-60 students (K-12) enrolled at any time
 - 0.45 - 0.6% of the New Britain student population)
- Length of enrollment varies significantly (45-day diagnostic placement - several years)
- Students are enrolled at any point in time during the school year, based on individual needs
- Placement via PPT process (Planning and Placement Team)

Personal & Family Stressors of NBTC Population

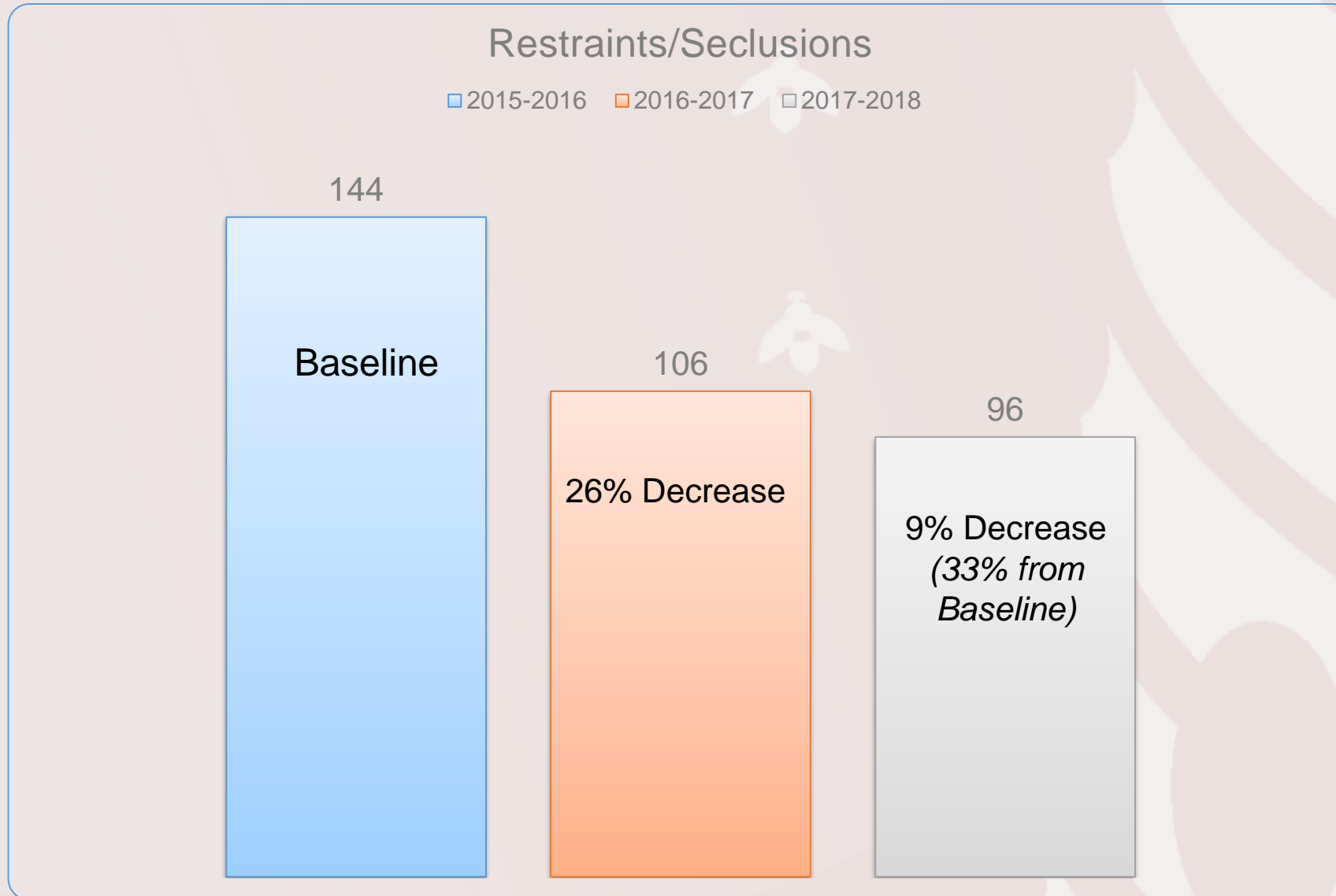
- Student population of NBTC deals with significant personal/family diagnoses/stressors that affect their day-to-day functioning
 - ADHD, depression, anxiety, reactive attachment disorder, PTSD, bipolar disorder, disruptive mood dysregulation disorder, oppositional defiant disorder, conduct disorder, schizophrenia, schizoaffective disorder, psychotic symptoms, and personality disorders
 - victims of child abuse, sexual abuse, human trafficking, witnessing domestic violence, poverty/homelessness

Significance of the Stressors

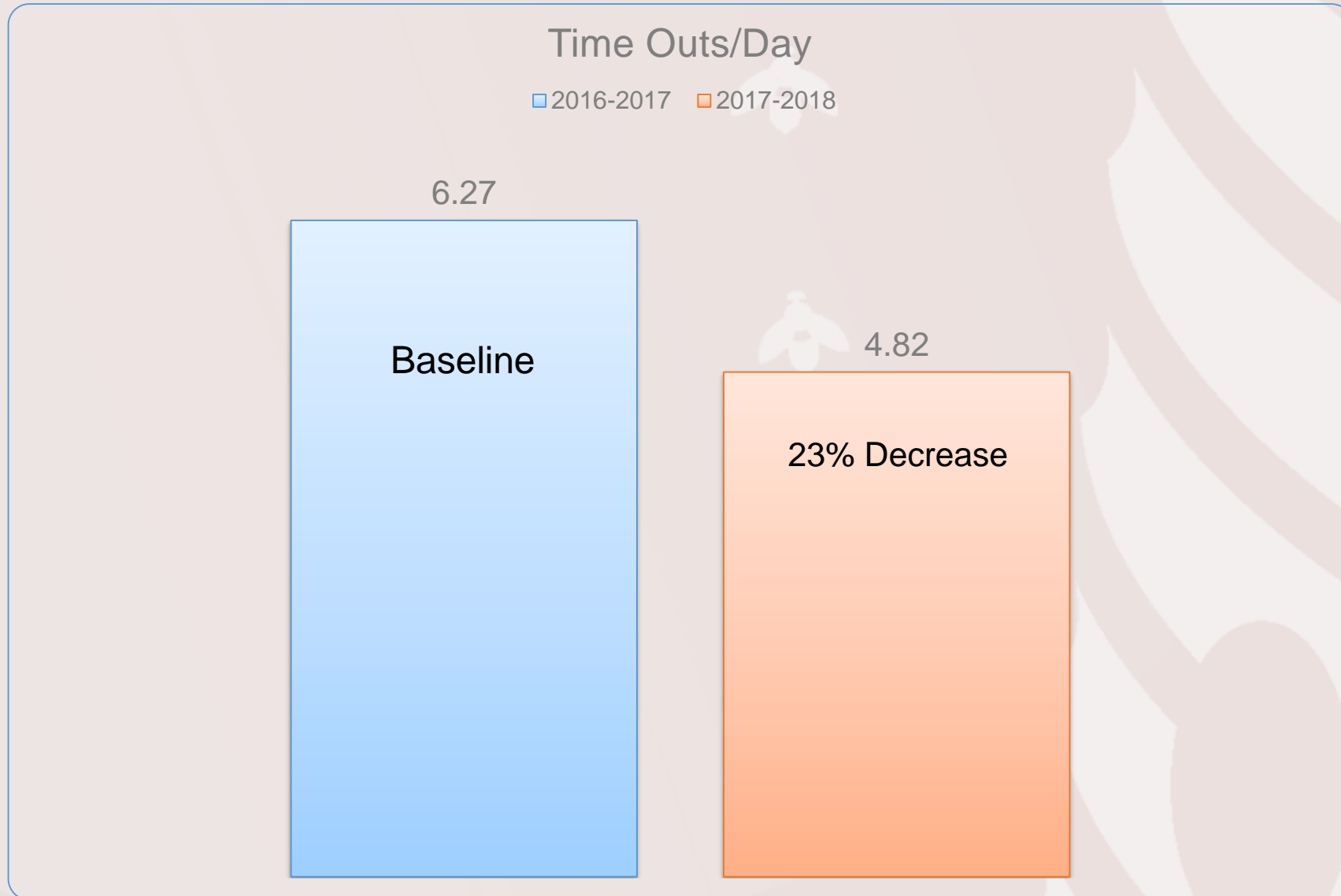
Some combined statistics of the 97 individual students who were enrolled at NBTC throughout the last two school years (2016-2017 & 2017-2018):

- 68% had a known history of DCF involvement (66/97)
 - (Department of Children and Families = CT child protective services)
 - 28% of total had significant enough allegations to result in removal from their family homes (27/97)
 - some children have been returned, others had parental rights terminated
- 22% had a known history of police involvement, either in school/community (21/97)
 - E.g.) fights with other students, threats, weapons...
- 63% had a known history of receiving a **higher level** of mental/behavioral health treatment (61/97)
 - E.g.) extended day treatment, home-based services to prevent hospitalization, 911 transfers for psychiatric emergency, inpatient hospitalization

Over the past 3 years, we have seen improvement in student behavior!



Over the past 3 years, we have seen improvement in student behavior!



We have also seen improvement in parent engagement!

- Our parent participation has improved...

Family Fun Day attendance:

Family Fun Day #1 - 7 families

Family Fun Day #2 - 12 families

Family Fun Day #3 - 17 families

Goal: at least 45% of parents will complete the district's parent survey.

In 16-17, 40% of parents completed the survey.

In 17-18, 67% of parents completed the survey.

**Weekly Sunday announcements sent in English and Spanish

***Visit us on Facebook (New Britain Transitional Center)

We know our parents are satisfied!

Table 6. Benchmark Item Mean (Items 1-17) by School by Survey Administration

	2017	2018
Roosevelt Early Learning Center	4.70	4.32
Brook Side School	4.48	4.67
Chamberlain Elementary	4.45	4.40
DiLoreto Elementary and Middle	4.48	4.26
Gaffney Elementary	4.50	4.39
HALS Academy	4.41	4.36
Holmes Elementary	4.45	4.37
Jefferson Elementary	4.48	4.35
Lincoln Elementary	4.54	4.46
Northend Elementary	4.63	4.29
Smalley Elementary	4.41	4.35
Smith Elementary	4.40	4.12
Vance Elementary	4.71	4.46
Pulaski Middle	4.38	4.35
Slade Middle	4.27	4.02
New Britain High	3.54	4.04
New Britain High Satellite Careers Academy	4.58	4.46
New Britain Transitional Center	4.44	4.70
Benchmark Mean	4.47	4.33

Using a scale of 0-5, NBTC parent ratings were the highest in the district for the 2017-2018 school year.

2018 Parent Satisfaction Survey

What is working well at your child's school?

All the staff are very consistent

communication

The Teachers and staff are treating all the children the same no matter what the situation it.

The fact that his teacher understands him and has expectations and encourages him to do his best. supportive staff and the different activities set up by the principal that involves parents.

The teachers and upper management in this setting are very fair and firm.

completing all her credits.

Increase in communication

the patience and understanding my child needs is given at this school. He is given all he needs to succeed there

everyday learning

they are very involved in my child's work, and are hands on at all times.

the communication between teacher and father

he learns well in the classroom

2018 Parent Satisfaction Survey

Is there anyone at your child's school that you would like to recognize for good work?

All staff

Mrs. Houser

Mrs Butterfield brings out the best in my son. She has worked alongside him and he has improved so much. I am so happy with how much he has matured and gotten back on track with her help. Amazing teacher. She did not give up on him. Truly grateful.

the teacher and the principal are very good.

My child's teacher and principal have been remarkable with my son academically and behaviorally. This has been the right setting since I have entered the front door.

Mrs. Anderson. she is very helpful and approachable

Everyone has been more than kind and understanding in dealing with my child

Mrs.Houser and the principal Mrs.Giorelimoni. The BSA's are awesome as well

Ms.Nolan

all teachers and principle

ms houser

The principal and the teachers

How can this be replicated in your district???

This kind of success can only happen with a right model of classroom management, and an active exchange of ideas and collaboration between school, home, and mental health providers.

We will share the key to our success with you by answering the following questions...

- What kinds of evidence-based programs do we regularly implement?
- What other supports/services have we brought in?
- How do we manage and track behavior?
- How do we continue to strengthen the connections and relationships between school and home?
- How do we support our students in receiving the mental/behavioral health treatment that they need?

Boys Town Education Model®

Structured Motivation System w/ Faded Support

Preventing Problem Behavior

- › Planned Teaching of skill-of-the-week
- › Generalized Preventive Prompts
- › Blended Teaching

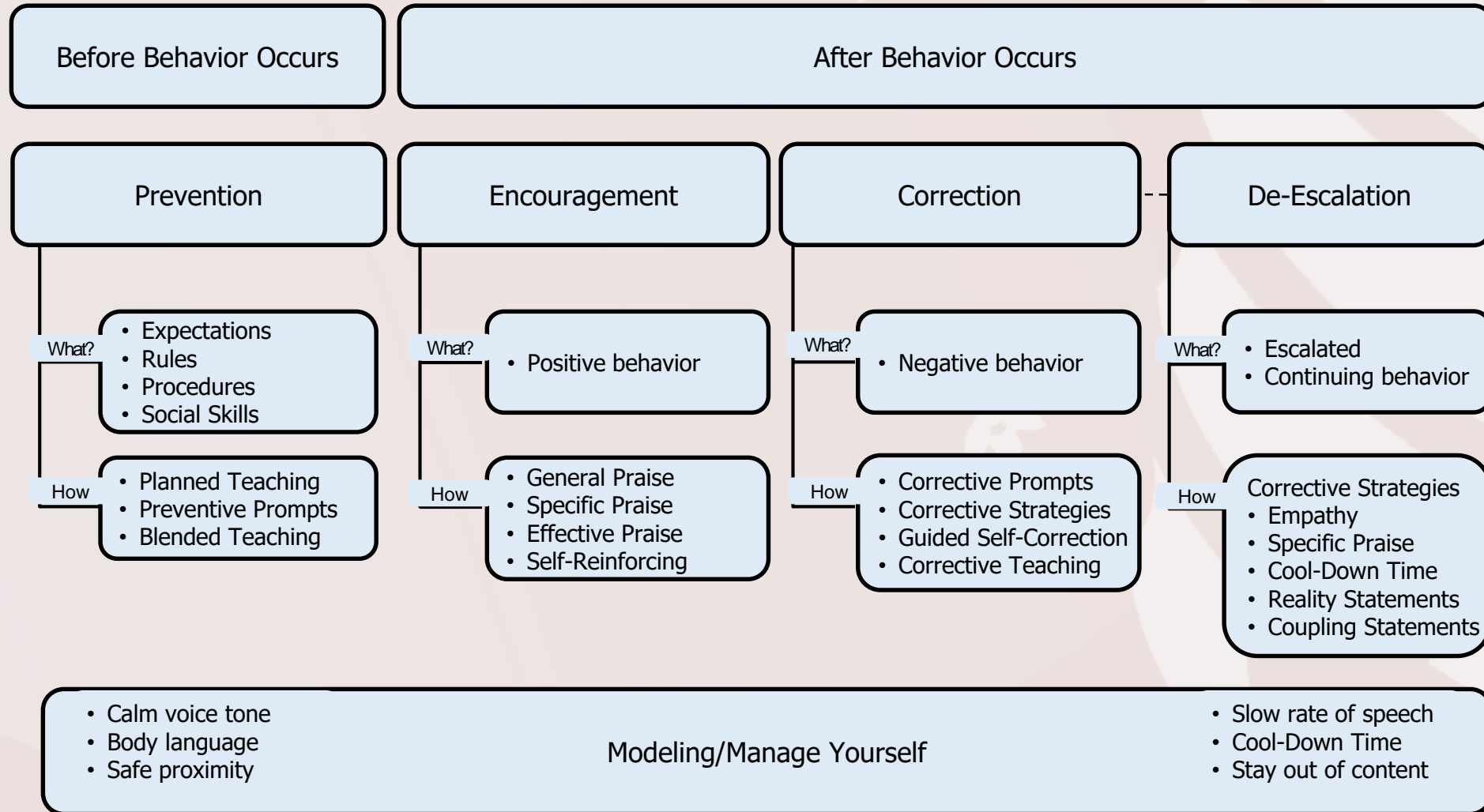
Encouraging Positive Behavior

- › General & Specific Praise
- › Generalized Effective Praise

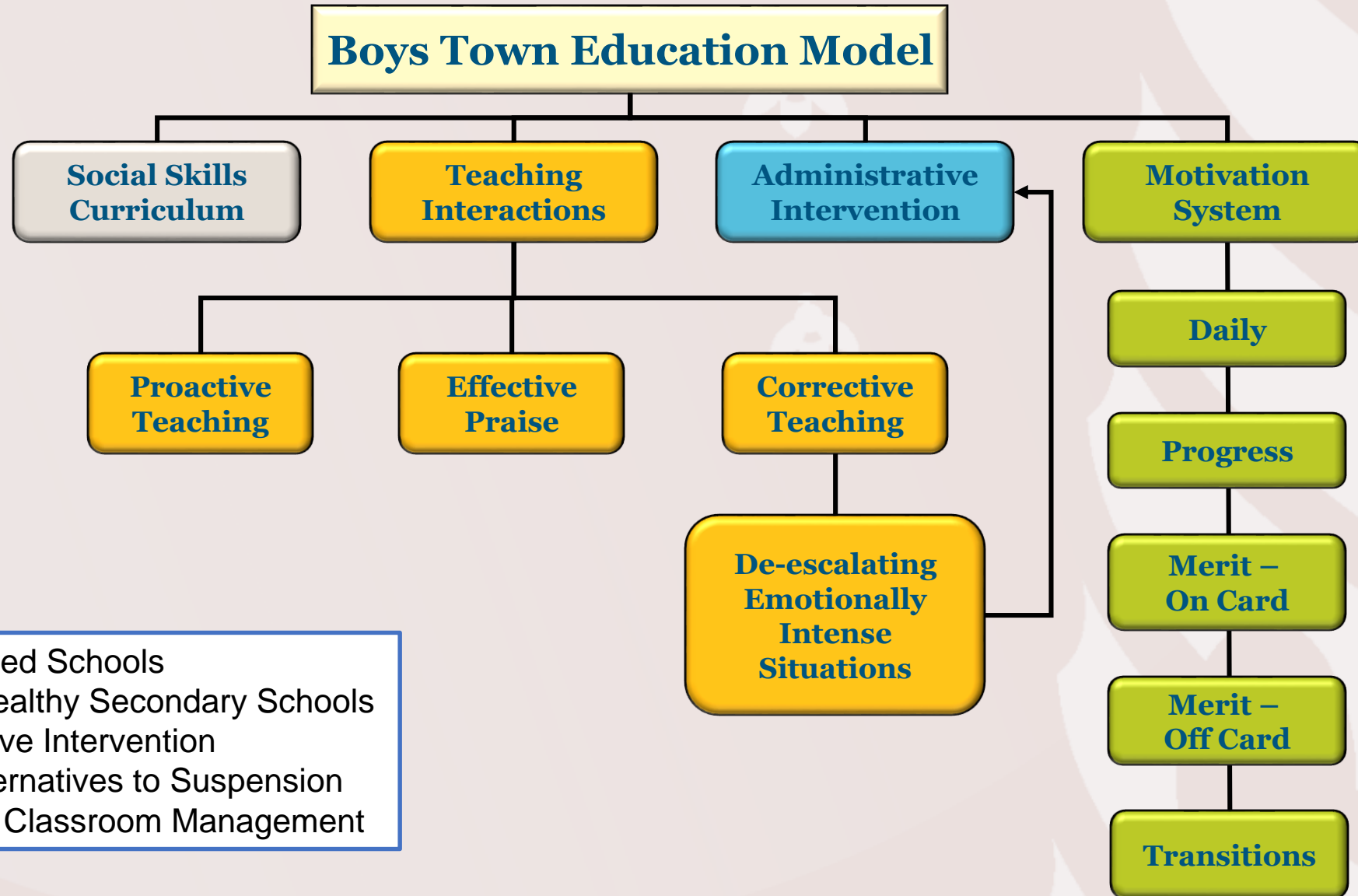
Correcting Problem Behavior

- › Corrective Teaching, Corrective Strategies and Guided Self-Correction
- › De-Escalation as needed

Boys Town Education Model®



Boys Town Education Model[®]



Well Managed Schools
Safe and Healthy Secondary Schools
Administrative Intervention
Positive Alternatives to Suspension
Specialized Classroom Management

Boys Town Education Model: The New Britain Approach

Foundation

- Well Managed Schools (K-5)
- Administrative Intervention

Capacity Building

- Consultation Workshop
- Training of Trainers

Small Programs

- Specialized Classroom Management
- Administrative Intervention

Secondary

- Safe and Healthy Secondary Schools
- Positive Alternatives to Suspension

MTSS

- Enhancing the continuum
- MTSS within Self-Contained

Expanding the Continuum

- Customized Consultation & Professional Development
- DATA, DATA, DATA...

New Britain & Boys Town Partnership



Boys Town Education Model

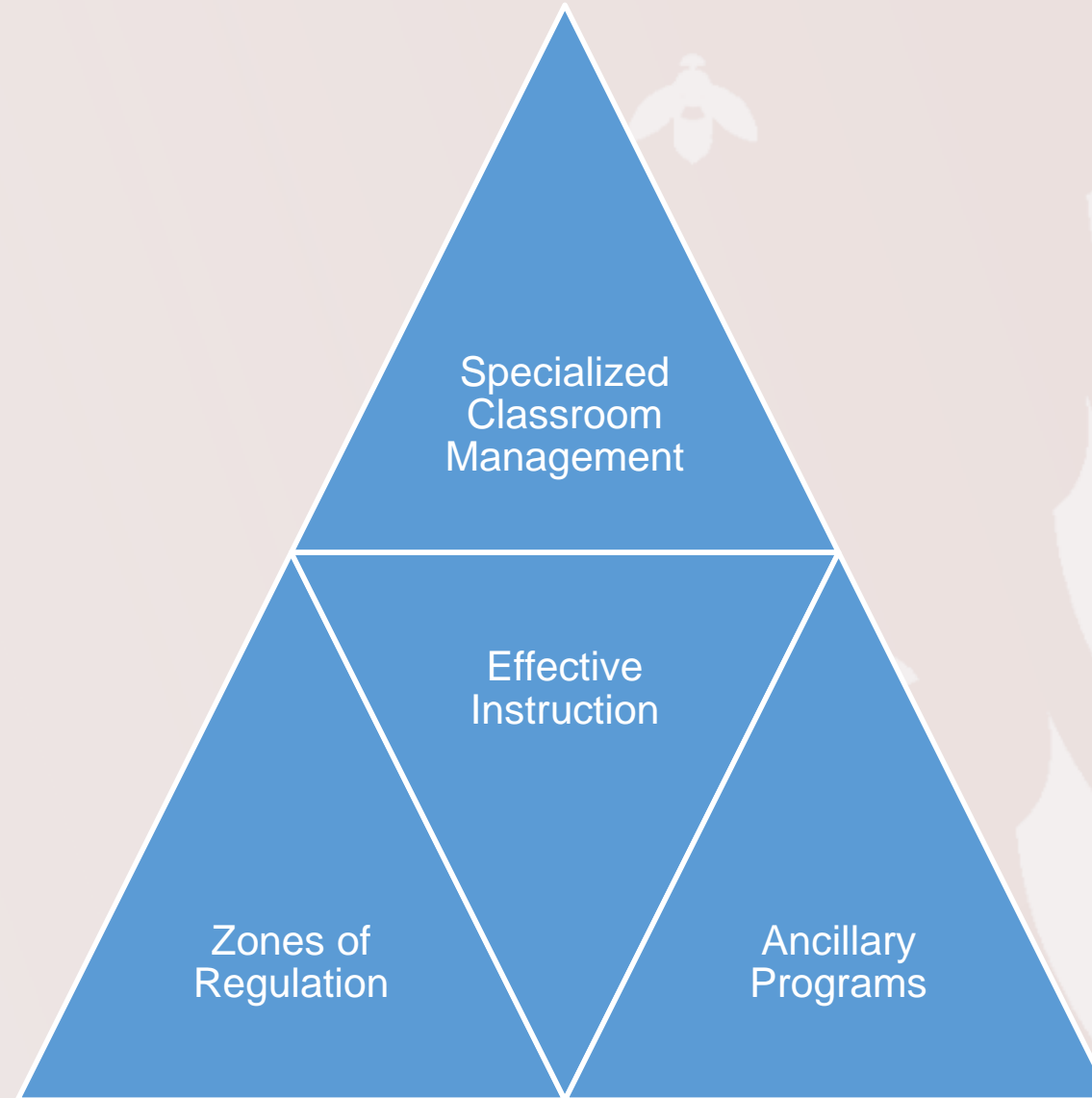
Provides consistency in strategies across the educational continuum

Specific social skills instruction that can be individualized

Structured approach for all professionals working with children to communicate

Customizable interventions for multiple settings

Boys Town Education Model & NBTC



The Zones of Regulation

NBTC incorporates the Zones into our program.

Kuypers, L.M. (2011). *The Zones of Regulation*. Santa Clara, CA: Think Social Publishing.

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>:

“The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.”

Yoga at NBTC

NBTC students have yoga on a weekly basis.

Research on benefits of yoga in schools (for improving mental, emotional, and behavioral health) is a recent growing field.

- Majority of studies in this area have been conducted since 2010
- Most research trials are preliminary in nature, with various limitations
- Nonetheless, they suggest that school based yoga is potentially efficacious [1]

Systematic reviews suggest that yoga appears to be beneficial, but methodological limitations curtail definitive conclusions and recommendations. Further research is needed to enhance generalizability of results.

Literature on Yoga in Schools

Yoga vs regular phys ed in secondary schools:

- yoga group = ↑ anger control, ↓ fatigue/inertia [2]

Alternative ed inner-city sch with yoga-based social-emotional wellness promotion program:

- ↓ anxiety, depression, global physiological distress; ↓ in endorsements of revenge-motivation orientations and hostility [3]

Systematic reviews:

- Yoga & meditative component in schools *appear to be beneficial* among students with autism, ID, SLD, & ED [4]
- Nearly all studies indicated a reduction in anxiety when yoga was used as an intervention for anxiety among children and adolescents [5]
- When used for stress management, 12/17 studies demonstrated improvements in psychological/physiological outcomes related to stress [6]
- Impact of yoga on academic, cognitive, and psychosocial factors was explored. Positive effects found among mood indicators, tension, anxiety, self-esteem, and memory [7]

Kaydee & Winston - NBTC Therapy Dogs

Kaydee visits our school twice per month, and also attends Family Fun Days. She's a calming presence as well as a fun friend! Students, staff and parents enjoy spending time with her.



Winston visits once/week and supports children who are highly dysregulated. He knows he has an important job and is not afraid.

Literature on Therapy Dogs

Therapy dogs are interactive. Children perceive them as non-judgemental, outside of the complications and expectations of human relationships; a valuable social and emotional support [A]

Animal-assisted interventions are associated with moderate effect sizes in improving outcomes in autism-spectrum symptoms, medical difficulties, behavioral problems, and emotional well-being [B]

Many studies report significant benefits of animal-assisted interventions in the school setting [C]



Literature on Therapy Dogs

Among autism spectrum disorders

- ↑ social interaction; ↓ problem behaviors, autistic severity, and stress [D]
- Improvements in social functioning (↑ in social approach and social skills; ↓ in social withdrawal); ↑ interest in attending school [E]

Insecure-avoidant/disorganized attachment

- During a stressful task, the physiological stress response (measured by salivary cortisol) was lower in the “support dog” condition than the “friendly human” condition [F]

Hospitalized psychiatric patients (psychotic disorders, mood disorders, other disorders)

- A session of animal-assisted therapy significantly reduced anxiety levels among those with various disorders [G]

Therapy Dogs in Schools - Literature



And most closely related to NBTC...

A dog's presence in a self-contained SED setting -

- contributed to students' overall emotional stability evidenced by prevention and de-escalation of episodes of emotional crisis
- improved students' attitudes toward school
- facilitated students' learning lessons in responsibility, respect and empathy [H]

A washer/dryer to engage students?



Strengthening Parent-School Relationships

- Parents are disenfranchised. They often have had their own poor school experiences. By the time students get to us, parents and students have typically had many negative school situations, and poor relationships with school staff.
- We work to repair relationships from the first moment that our parents/students enter the building

The Intake Process

Transitional Center Intake Checklist (grades K-8)

Student name _____
Intake date _____
Grade _____
Sending school _____

Please initial next to each category. Initialing indicates that the topic was reviewed with you during the intake meeting.

Program description _____
Student information sheet _____
Release of information _____
Transportation/bus behavior _____
Reasonable physical force policy _____
Mandated reporting policy _____
Cell phone/electronics policy _____
Dress code _____
Medicaid form _____

Warm Welcome



At the intake, families are offered water, chocolate, and shown our 'Free Stuff' basket.

We strive to provide a warm welcoming first visit!

Parent Workshops

- Grades 9-12 - Local artist and pot luck
- Grades 7-8 - Science fair and pot luck
- Grades 5-6 - Minute to Win It games
- Grades 3-4 - Math games
- Grades K-2 - Edible snowpeople

Please Join Us!

Make Your Own (Edible) Snow People



Wednesday, January 31, 2018
10:45-11:45 am in Room 7 at NBTC

_____ Yes, we will join you.

Number of guests _____

Student Name: _____

Guest Name(s): _____

¡Por favor únete a nosotros!

Haz lo tuyo (Comible) Gente de nieve



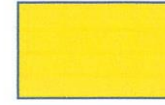
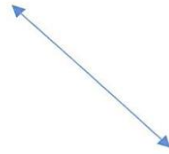
Miércoles, 31 de enero de 2018
10: 45-11: 45 a.m. en la sala 7 en NBTC

_____ Sí, nos uniremos a usted.

Número de invitados _____

Nombre del estudiante: _____

Nombre(s) del invitado: _____



Mrs. Nevico & Mr. Carabillo

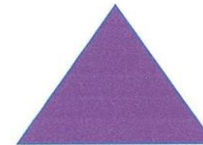
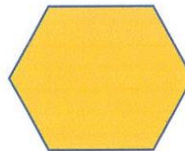
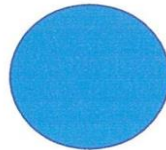
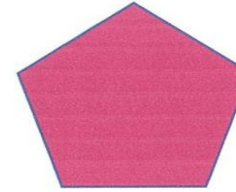
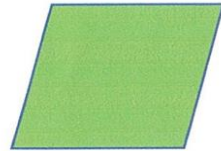
cordially invite you to **Parents Day.**

Come help us build with all the new shapes
we are learning about in **geometry.**

When: **February 21, 2018**

Where: **Your child's classroom**

Time: **11:00-12:00**



Parent/Guardian Breakfast & Holidays Around the World

You are invited to our
Holidays around the World Family Breakfast!

Estan invitados a nuestro desayuno familiar para celebrar las Navidades en diferentes partes del mundo.



Where: New Britain Transitional Center

When: Wednesday, December 20th

Time: 9:00 to 11:20

Please cut below and return to school completed. Favor de cortar abajo y mandar a la escuela pronto.

Student's Name _____

(Nombre de estudiante)

____ YES I will attend. How many people? ____

(Si puedo attender) (Cuantas personas)

____ NO I am not able to attend.

(No puedo attender)

- Each class studies a country of their choice.
- Parents join for breakfast and then a 'tour' around the world.
- A craft is made, or a story read, at each stop.



MARK YOUR CALENDAR
COFFEE WITH THE PRINCIPAL

Join Ms. Girolomoni for coffee and information about exciting programs going on here at NBTC. Come to one or come to all!

Tuesday, October 31st 9:00-10:00

Specialized Classroom Management and Point Sheets

Friday, January 19th 9:00-10:00

Yoga

Kaydee the Therapy Dog

Wednesday, March 21st 9:00-10:0

Transitioning to other programs

Tuesday, May 29th 9:00-10:00

Summer Options

There will be time for discussion and questions. Looking forward to seeing you!

Coffee With the Principal

Samples topics:

- SCM point sheet, program and levels
- Benefits of yoga and therapy dog
- Continuum of services available in district
- Summer program options in town and in district

Always time for general questions, discussion and relationship building amongst parents

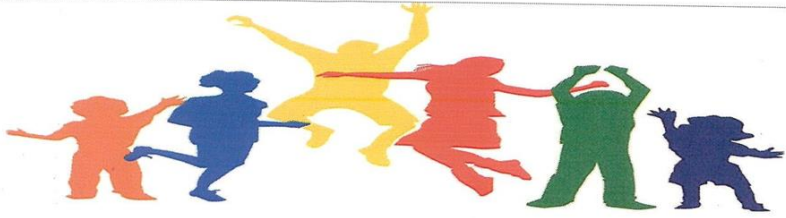
Family Fun Day

- 5 activities planned, one held in each classroom
- Parents arrive for breakfast and chat time with principal and school psychologist

FAMILY FUN DAY JUNE 1, 2018

	Movie & Popcorn Anderson's room	Roots Juicing Lemkey's Room	Bouncy House Castle Moonwalk Outside or Gym	NE First (Robotics) Nevico's Room	Bouncy House Obstacle Course Outside or Gym
9:30-10:00	Butterfield	Anderson	Houser	Nevico	Lemkey
10:00-10:30	Lemkey	Butterfield	Anderson	Houser	Nevico
10:30-11:00	Nevico	Lemkey	Butterfield	Anderson	Houser
11:00-11:30	Houser	Nevico	Lemkey	Butterfield	Anderson
11:30-12:00	Anderson	Houser	Nevico	Lemkey	Butterfield

- 9:00-9:30** Parents arrive. Coffee.
- 9:30-12:00** Activities begin. Parents will join their children.
- 12:00-12:30** Student lunch time in class.
Parent lunch in PPT Office.
(Parent cafe and raffles.)



You are invited to our
**Family
FUN DAY**

Están invitados a nuestro
Día de Diversión

Dear Parents and guardians,

Please come to our next Family Fun Day. We will have lots of fun activities and your child would love to experience them with you. Breakfast and lunch will be provided for all visitors.

Queridos padres y guardianas,

Nos encantaría invitarle a nuestro proximo Día de Diversión. Vamos a tener muchas actividades divertidas y a su hijo/a le encantaría pasar el día con usted. Se proveera desayuno y almuerzo para los familiares que asistirán.

When: Friday, March 16, 2018
viernes 16 de marzo, 2018

Time: 9:00-12:30

Where: New Britain Transitional Center
204 Merigold Drive New Britain

Student's Name _____

Yes I will attend _____
(Si puedo asistir)

Number of people attending _____
(cuantos familiares atenderán)



Dear Parents and Guardians,

Please come to our first Family Fun Day for this year. We will have lots of fun activities and your child would love to experience them with you. Breakfast and lunch will be provided for all visitors.

Queridos padres y guardianas,

Nos encantaría invitarle a nuestro primer Día de Diversión en Familia este año. Vamos a tener muchas actividades divertidas y a su hijo/a le encantaría pasar el día con usted. Se proveera desayuno y almuerzo para los familiares que asistirán.

Family Fun Day

Friday, November 17th

9:00-12:30

New Britain Transitional Center
204 Merigold Dr. New Britain

Student's Name _____

Yes I will attend _____
(si voy a asistir)

Number of people attending _____
(cuantos familiares)

Community Partnership with CHC

- **Community Health Center, Inc. - School-Based Health Center (SBHC)**

In-school services provided at each school:

- Medical services include evaluation, diagnosis and treatment of illnesses and injuries by on-site nurse practitioner
- Behavioral health services include individual and family counseling, family support services, parenting assistance and group counseling by licensed therapist
- Mobile dental services are available twice each calendar year and include cleaning, fluoride treatment, exams, sealants (if needed) and education.

<https://www.sites.google.com/a/csdnbstaff.org/csdnb/school-based-health-services>

Community Partnership with the Ana Grace Project

“We believe that healthy schools are central to the health of communities and families and therefore serve as excellent and meaningful hubs for mental health and support service delivery. Healthy schools start with a healthy, supported staff and administration. Healthy individuals, healthy families, healthy communities and healthy connections make a safer, more compassionate and productive world. In order for a child to perform successfully in school the child must experience safety, a sense of control, positive relationships and empathy.”

The six goals of The Ana Grace Project’s work are:

- Value relationships and connections, and reduce social isolation
- Teach tools for empathy, self-regulation and self-care
- Move, play and create
- Respect diversity
- Provide help, hope and information
- Promote acts of service

Within the Ana Grace Project is **The Ana Grace Project (AGP) Partner Schools Initiative**

The AGP Partner Schools Initiative's mission - to offer community, families, and individuals hope for healing by bringing expertise to school based settings. Offers 2 components to schools:

1. Curriculum
2. Clinical component - LOVE WINS School Based Clinical Services (SBCS)
 - This is achieved through a partnership between the Klingberg Family Centers Outpatient Clinic/Central Connecticut State University Family Therapy Institute.
 - Klingberg Family Centers Outpatient School Based Clinical Services staff includes Marriage and Family Therapists, Social Workers, Clinical Interns and a Child Psychiatrist. They work closely together using a team approach to help families address emotional and behavioral issues that cause problems, especially at school.

Community Engagement Through the Use of Social Media

 **New Britain Transitional Center**
Published by Susan Girolomoni [?] · September 28 at 2:53 PM · 🌐

Our youngest students combined community service with practicing their fine motor skills as they wrapped and decorated bars of soap for the homeless community in New Britain 💙 #teamNBTC We're a small school making a big difference! Thanks to Mrs Houser and Ms Barreto!



465 People Reached 67 Engagements 52 Clicks [Boost Post](#)

  24 3 Comments 3 Shares

Our Super Staff





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[F] Beetz, A., Julius, H., Turner, D. & Kotrschal, K. (2012). Effects of social support by a dog on stress modulation in male children with insecure attachment. *Frontiers in Psychology*, 28. <https://doi.org/10.3389/fpsyg.2012.00352>

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Contact Information

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Psychologist: Dr. Iwona Horelik – Horelik@csdnb.org

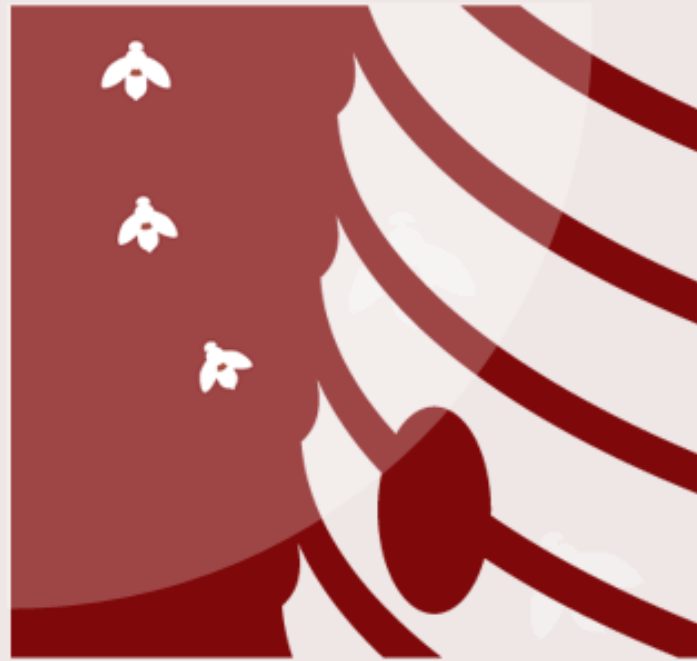
Boys Town

National Training Consultant: Amy Perhamus

amy.Perhamus@boystown.org - (602) 509-5386

Boys Town Training - www.boystowntraining.org- 1-800-545-5771

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**CONSOLIDATED
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