

# Transitioning to Success

Planning for Reintegration after Disciplinary Alternative Placement

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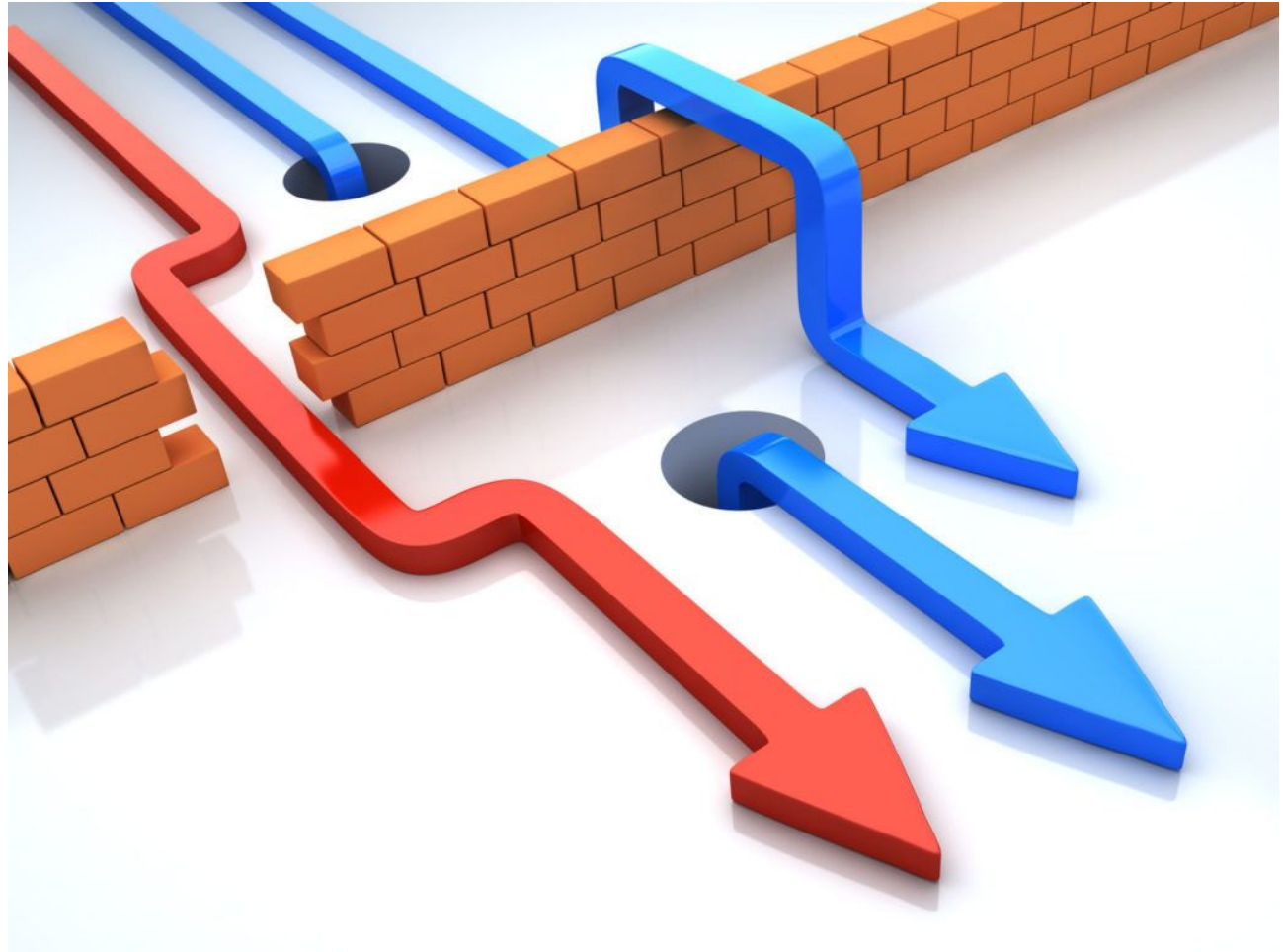
Diana R. Garland School of Social Work

Baylor University and Waco ISD BEAR Project

# What is Success?



How do we  
get around  
the Barriers?



# Disciplinary Alternative Education Placements

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# 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

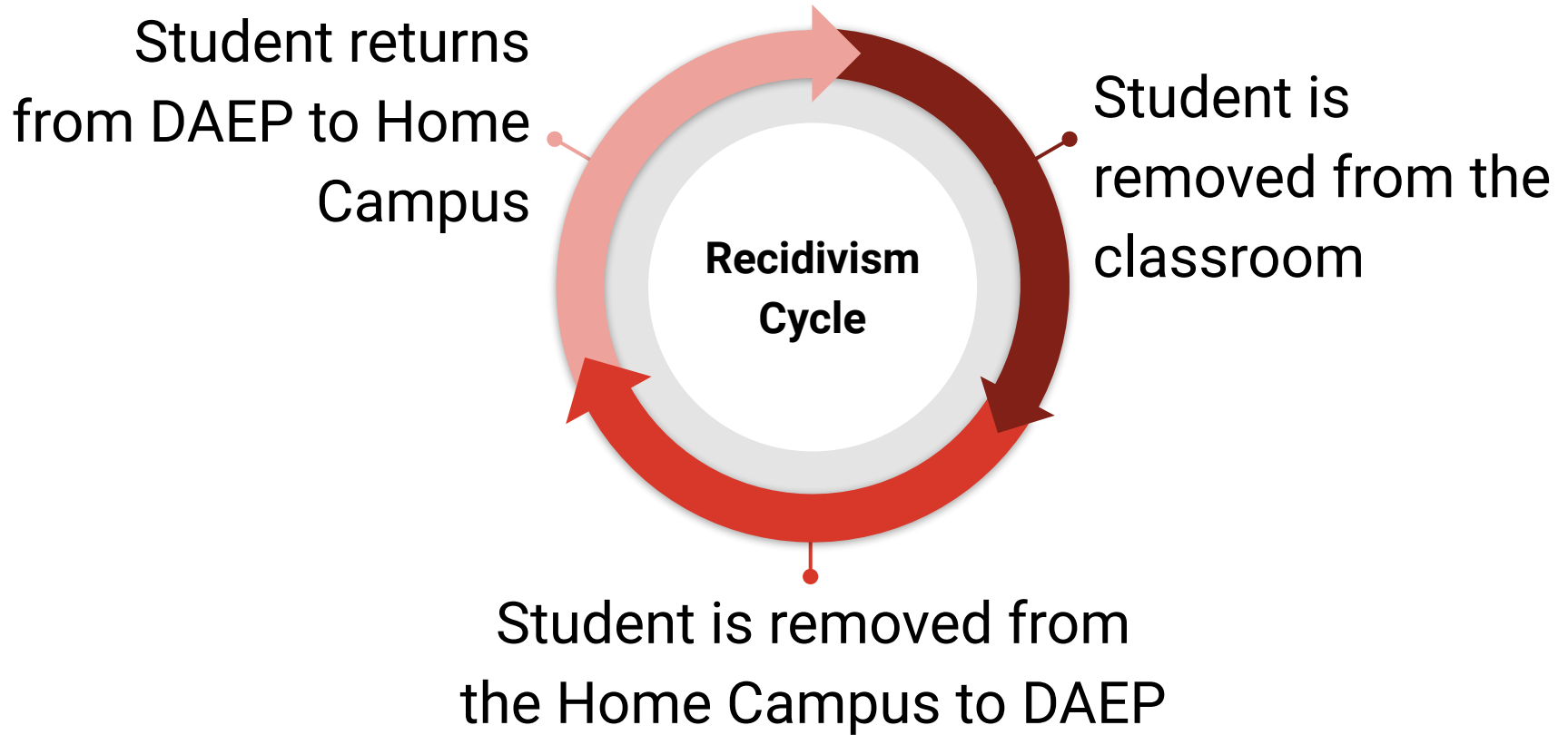
DAEP

## **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



How do we  
interrupt the  
cycle?



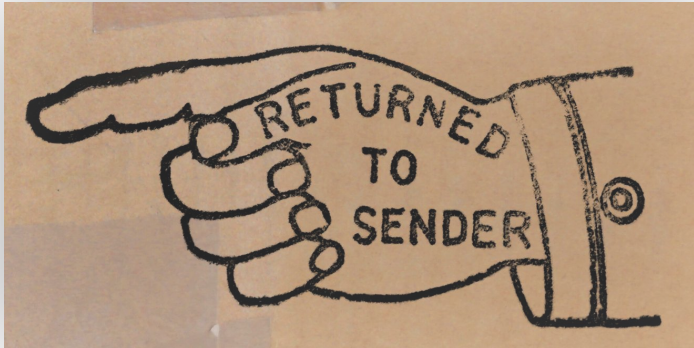


**Student**

**Environment**

*New dress code*  
*New transportation plan*  
*DAEP*  
*New schedule*  
*New counselor*  
*New everything*  
*New "unwritten rules"*  
*New teachers*  
*New procedures*  
*New location*  
*New "unwritten rules"*  
*New principals*  
*New teachers*  
*New rules*  
*New peers*  
*New School*  
*New transportation plan*  
*New dress code*  
*New counselor*  
*Transitions*  
*New rules*  
*New "unwritten rules"*  
*New dress code*  
*New transportation plan*  
*New location*  
*New School*  
*New rules*  
*DAEP*  
*New rules*  
*New counselor*  
*New schedule*  
*New everything*  
*New peers*  
*New location*  
*New School*  
*New classes*  
*New location*  
*DAEP*  
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*New "unwritten rules"*  
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*Transitions*  
*New schedule*  
*New principals*  
*New location*  
*New teachers*  
*Transitions*  
*New principals*  
*New transportation plan*  
*Transitions*  
*New counselors*  
*New teachers*

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

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# 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

## Boundaries Defined

- Target Problem
- Who is involved

## Desired Outcome

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## Key Stakeholders

## Locations of Power

# 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

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## 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

# System Analysis



Map Decision  
Making Patterns



Identify Intervention  
Points of Entry

Systemic Change

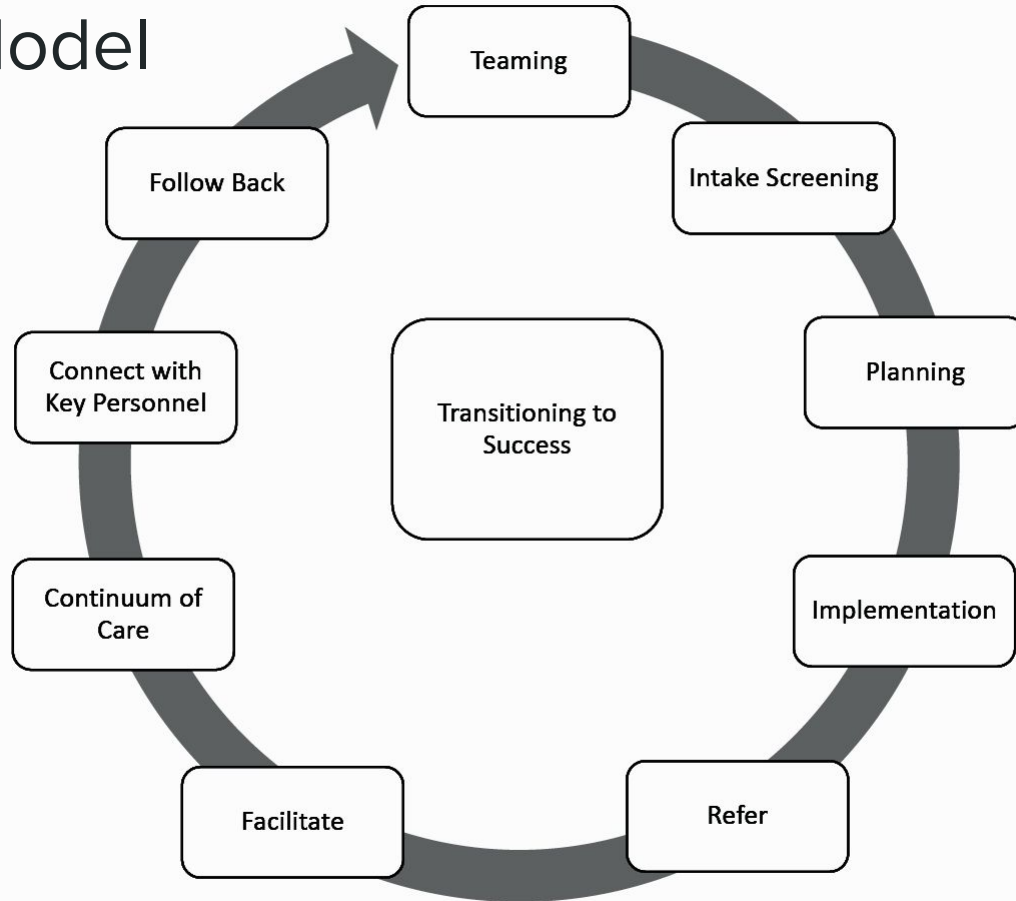
Admin in charge of  
discipline at each campus  
and central office

Build rapport with  
Admin and provide  
Transition Process for  
implementation



Systemic Change

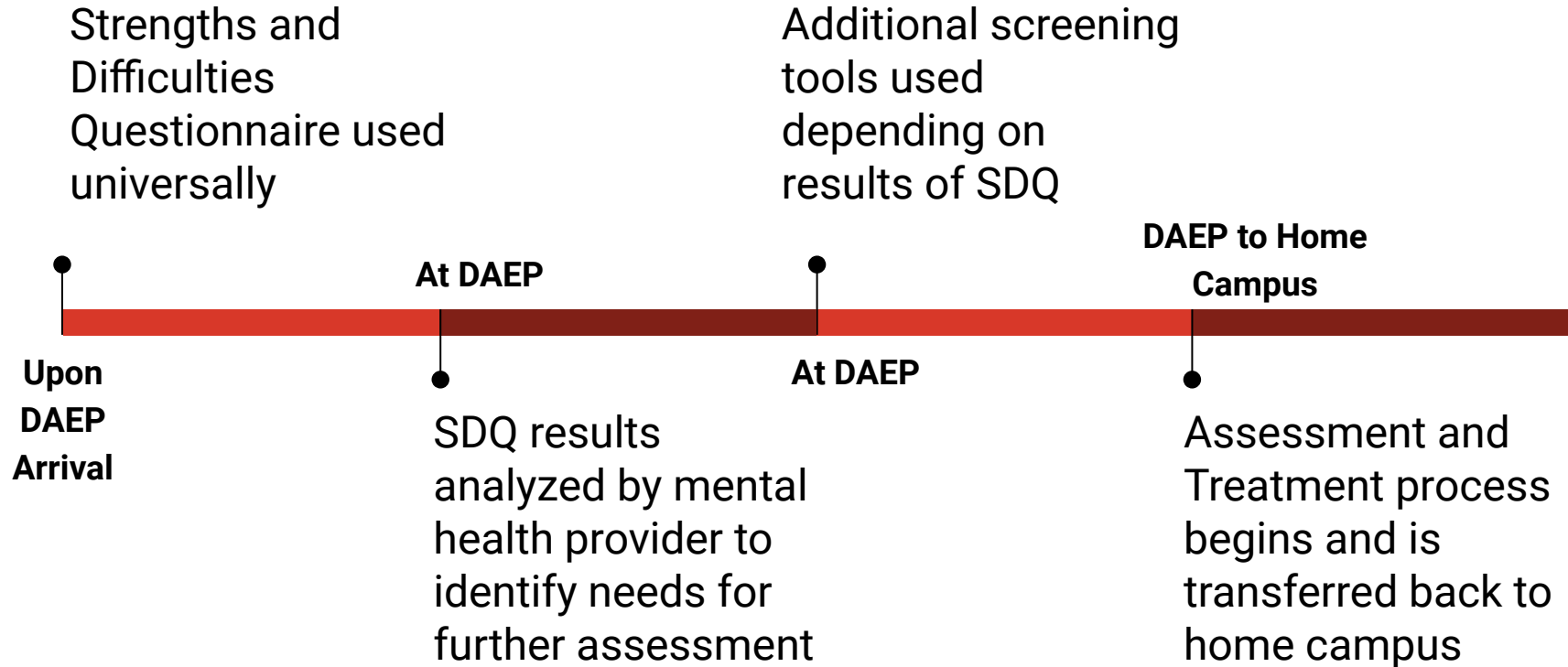
# Transition Model



# Teaming



# Intake Screening



# Planning

	a	b	c	d	e	f	g	h	i
A	◇	9 <sup>4</sup>	◇ <sup>4</sup>	2	5	◇	6 <sup>4</sup>	◇ <sup>4</sup>	◇
B	◇ <sup>4</sup>	◇	5	8	6	7 <sup>4</sup>	◇ <sup>4</sup>	◇ <sup>4</sup>	◇
C	2	◇	6	9	4	◇	5	7	◇
D	5	◇	◇	6	◇	9	2	◇	4
E	6	2	3	5	1	4	9	8	7
F	4	◇	9	◇	◇	◇	◇	5	6
G	◇	6 <sup>4</sup>	◇ <sup>4</sup>	◇ <sup>4</sup>	◇	◇	7 <sup>4</sup>	◇ <sup>4</sup>	5
H	◇	5 <sup>4</sup>	◇ <sup>4</sup>	3	◇	6	8 <sup>4</sup>	◇ <sup>4</sup>	◇
I	◇ <sup>4</sup>	◇ <sup>4</sup>	◇ <sup>4</sup>	◇ <sup>4</sup>	9	5	◇ <sup>4</sup>	6	◇

# Implementation

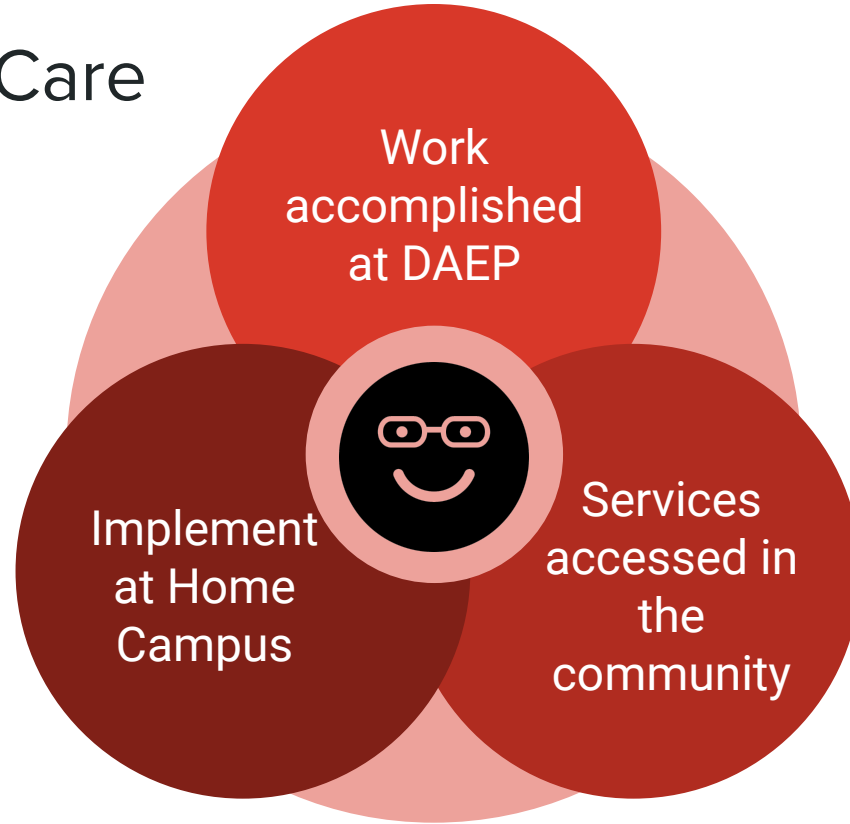
~~PLAN~~  
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ACTION

# Refer and Facilitate





# Continuum of Care



# Connect with Key Personnel



Follow Back to Home Campus

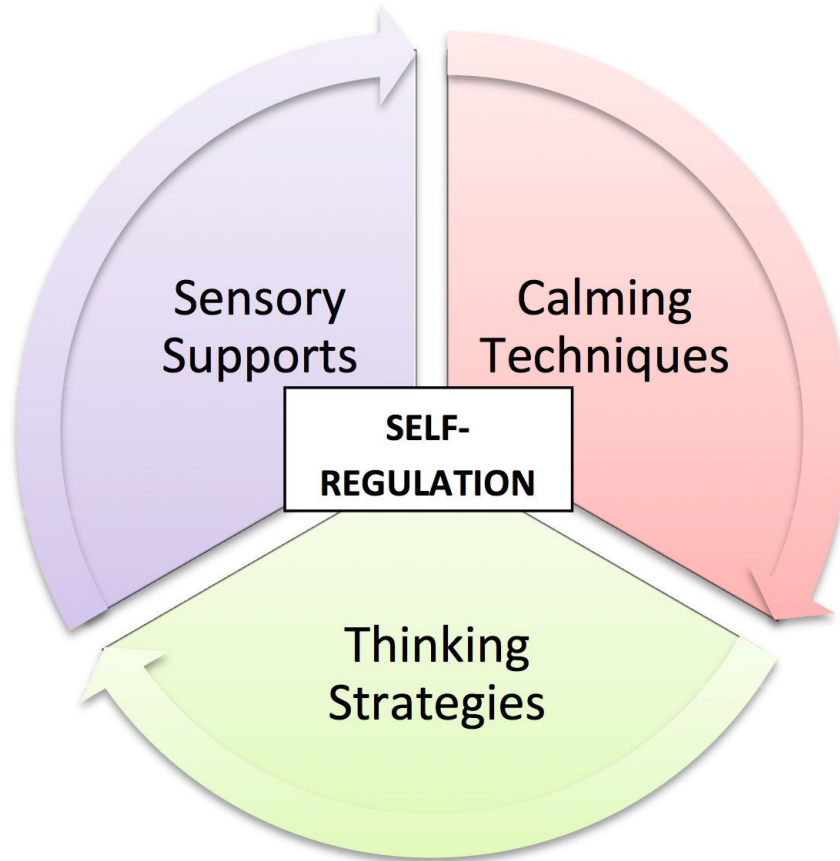


# Changing Student Behaviors to Increase School Success

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Transitions are “the ‘joints’ that connect daily experiences” and involve any movement of a child from one physical environment to another





# 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

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# 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:**

<input type="checkbox"/>	<b>Aggression towards peers</b>	<input type="checkbox"/>	<b>Tests limits</b>
<input type="checkbox"/>	<b>Aggression towards adults</b>	<input type="checkbox"/>	<b>Impulsive speech or behavior</b>
<input type="checkbox"/>	<b>Major rule violations</b>	<input type="checkbox"/>	<b>Seeks attention in negative ways</b>
<input type="checkbox"/>	<b>Verbally/physically harasses others</b>	<input type="checkbox"/>	<b>Withdrawn or unresponsive</b>
<input type="checkbox"/>	<b>Becomes easily distracted</b>	<input type="checkbox"/>	<b>Other:</b>

# Transition Plan

## Plan for Success:

<b>Behaviors of Concern:</b>	<b>Distress Signals given off by Student when getting dysregulated</b>	<b>Known Precursors of Disruptive Behaviors:</b>	<b>Successful Strategies for Student Self-Regulation:</b>	<b>Successful Teacher Strategies:</b>

# Transition Plan

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

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# Transition Plan

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

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



# Transition Plan

## **Attendance while at Alternative Placement:**

	Always Present
	Regular Attendance
	Frequent Absences (number of days: )
	Frequent Tardies or missing class periods

# Case Study

# Questions?

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