



TRUANCY REMEDIATION PROGRAM (TRP)


Case Management toward the Outcome of
School Attendance

Learning Objectives


- ▶ Participants will understand how Truancy Remediation Program uses case management through a rehabilitation model to increase student attendance.
- ▶ Participants will understand the assessment process used to help determine the strengths/barriers/preferences/needs of students.
- ▶ Participants will recognize what interventions are available to students who are struggling with attendance issue

SAM, INC. TRP: MISSION


To work with families and
youth toward increased
school attendance and/or
participation in career-
oriented activities



PROGRAM OVERVIEW: PROGRAM MODEL

- Case Management/"Rehabilitation" Model, consisting of...
 - Holistic Assessment of Needs and Resources across various Domains of the Student's/Family's Life relative to School Attendance, which yields a...
 - Conceptualization, which, in collaboration with the family, determines...
 - Goals and Objectives, which facilitate the mission and determine...
 - Interventions.
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Traditional Approaches

- ▶ Traditional approaches to truancy have resulted in increasing numbers of students being described as “resistant” and families considered “non-compliant”.
 - ▶ Fines
 - ▶ Placement of children
 - ▶ Jail time for parents
 - ▶ Loss of driving privileges
 - ▶ Parenting groups
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Traditional Approaches

TRADITIONAL APPROACHES
OFTEN FAIL TO UNDERSTAND
THE **CONTEXT** OF THE
PROBLEM.



Context

- What is **CONTEXT**?
 - surrounding conditions: the circumstances or events that form the environment within which something exists or takes place (Bing Dictionary)



Context

- Being able to understand the **CONTEXT** by which the problem is occurring will assist in the development of interventions specific to the family.



Context

If we seek to understand the history and experience of the student/family it provides us, as professionals, valuable information on how to approach the obstacles ahead.

It also provides the foundation for building **relationships!**



SAM's Model for Change


When is the best time to start building a relationship?

Every interaction that you have with a stakeholder will dictate how the next interaction will go.



SAM's Model for Change


Basic relationship methods should become part of the culture of the agency/program:

- Demonstrate interest/concern
 - Demonstrate advocacy while remaining “neutral”
 - Demonstrate flexibility
 - Demonstrate helpfulness/usefulness
 - Demonstrate accountability
 - Demonstrate appreciation
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SAM's Model for Change

- Programs must create or adopt a model by which relationships are built and interventions take place.
- SAM, INC has been providing Case Management services since 1994 and has proven models of success with their designated populations.

Truancy is no exception!



SAM's Model for Change

Elements of the Clinical Case Management Model, in general terms, include:

- *Engagement of the student/family*
- **Assessment (holistic)**
- *Planning*
- *Linkage with resources*
- *Consultation with families*
- *Collaboration with psychiatrists (if applicable)*
- *Student/family psychoeducation (if applicable)*
- *Crisis intervention*



SAM's Model for Change

Psychosocial Rehabilitation Model, in general terms, includes one or more of the areas of:

Skills training

Planning

Vocational rehabilitation

Consumer–community resource development


It is oriented toward empowerment, recovery, and competency.

Starts with a Goal!




SAM's Model for Change

Structured Service Planning

- *What do you want to do?*
 - *This could take some work to help kids and families explore options.*
 - *What strengths do you have that can help make this happen?*
 - *What do you need in order to make this happen?*
 - *How will you know when what you wanted to happen has happened?*
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SAM's Model for Change

What is the Specialist's Role:

- We are sometimes advocates
 - We are sometimes teachers
 - We are sometimes trainers
 - We are sometimes supporters
 - We are sometimes mentors
 - We are sometimes errand boys/girls
 - We are sometimes counselors
 - We are sometimes the voice of reason
 - We are sometimes.....
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PROGRAM OVERVIEW: PROGRAM MODEL

- ▶ Mobility
 - Facilitates Effective Assessment and Intervention
 - Frequency of Contact is Determined by Need and Progress
- ▶ Collaboration
- ▶ Monitoring
- ▶ Advocacy



PROGRAM PROCESS: ASSESSMENT/CONCEPTUALIZATION

- Considers the Family's/Student's:
- ▶ Strengths/Skills/Resources
 - ▶ Needs
 - ▶ Preferences/Desired Changes




PROGRAM PROCESS: ASSESSMENT/CONCEPTUALIZATION

Considers the Following Domains:

- Living/Housing
 - Basic Needs
 - Family/Natural Supports
 - Medical/Developmental Health
 - Mental/Behavioral Health
 - Financial/Insurance
 - Alcohol and Other Drug Use
 - Educational/Vocational
 - Legal
 - Cultural/Spiritual
 - Social/Recreational/Leisure
 - Trauma
 - Other System Involvement
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PROGRAM PROCESS: ASSESSMENT/CONCEPTUALIZATION

Considers any Barriers, Influences, or Issues Impacting School Attendance and/or Readiness for/Engagement in Change

- May include, but are not limited to:
 - Student's/Parents' Mental/Behavioral Health Needs
 - Student's/Parents' Medical/Physical Health Needs
 - Student's/Parents' Alcohol/Drug Issues
 - Family Issues related to Parenting, Family Dynamics, Childcare, and/or incarceration/legal concerns
 - Basic Needs, including financial difficulties
 - Transportation
 - Interpersonal Conflicts at School
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PROGRAM PROCESS: PLANNING

- Creates Concrete and Measurable Goals and Objectives, which are...
- Determined by the Results of the Assessment and Revised as Necessary, depending upon the Results of the Interventions.



Program Process: Planning


Goal Setting:

- Work with the student/family early in the process to establish a “desired goal” for the student:
 - Goal must be realistic and take into account the students current situation.
 - For instance, is it an appropriate goal for a 16 year old in 7th grade who hasn't been in school all year to graduate or even start attending now?
 - Goals can be concurrent




PROGRAM PROCESS: INTERVENTIONS

May include, but are not limited to:

- Mental/Behavioral Health Services
 - Individual/Family Counseling
 - Medical/Physical Health Services
 - Parenting Education
 - Housing
 - Childcare
 - Transportation
 - Drug and Alcohol Services
 - Educational Alternatives
 - Vocational/Career Alternatives
 - Community Activities
 - Faith-Based Counseling
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PROGRAM PROCESS: Monitoring

- ▶ Three (3) Possible Statuses, depending upon Level of Activity and Progress toward Completion of Goals:
 - Monitoring:
 - Met goals, but monitoring school attendance
 - Still working toward completion of goals, but program involvement is less active over the summer
 - Reactivation:
 - Program involvement is increased (as the result of a decrease in attendance or decreased activity over the summer)
 - Closure:
 - Met goals and attending school regularly (after a period of monitoring)
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Questions

Does anyone have any questions regarding the Truancy Remediation Program???



Contact Information

Truancy Remediation Program – SAM, Inc.
19 North Sixth Street, Suite 200
Reading, PA. 19601

- ▶ Program Director: Stephanie Ferrante
 - Email - sferrante@sam-inc.org
- ▶ Support Provided by Jeff Marks, Director of Clinical Services

Phone : 610-236-4847
Toll Free: 1-877-236-4600
TTY: 610-236-0361
Fax : 610-376-1601

Our website
www.sam-inc.org

