In2School: a shared response for school refusal

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Session outline

- Wraparound model of care

- In2School program

- Governance

- Roles and communication

- Resourcing

Benefits of collaboration

- Opportunity to target complex needs when delivering interventions for youth

- Improve social and academic outcomes for young people

- Collaborative partnerships lead to improvements in child mental health, improvements in home-school relationships, an increased understanding of mental health by teachers, and an increased understanding of the school context for clinicians

(Eber, Breen, Rose, Unizycki, & London, 2008; Pettitt, 2003; Weist, Axelrod Lowie, Flaherty, & Pruitt, 2001)

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Types of marriage

Arranged marriage (multidisciplinary): hierarchical, may exclude the family/student, are led by one person, and members have limited knowledge about others' disciplines and are accountable to themselves

Marriage of convenience (interdisciplinary): less hierarchical, more inclusive of the family/student, less dependent on a central leader, members understand others' disciplines but operate within boundaries, and members accountable to self and others

True marriage (Interprofessional collaborative practice): family/student focused, use shared leadership, clarify roles, share knowledge across disciplines, members share responsibility and accountability and there is continuous communication

(Golom & Schreck, 2018).

In2School

BRAVERY + PERSISTENCE = SUCCESS

IN 2SCHOOL

A partnership between Travancore School
Royal Children's Hospital
& Melbourne Graduate School of Education

Phase 1

Relationship building and assessment

→

Phase 2

Therapeutic & educational programs delivered in transitional classroom

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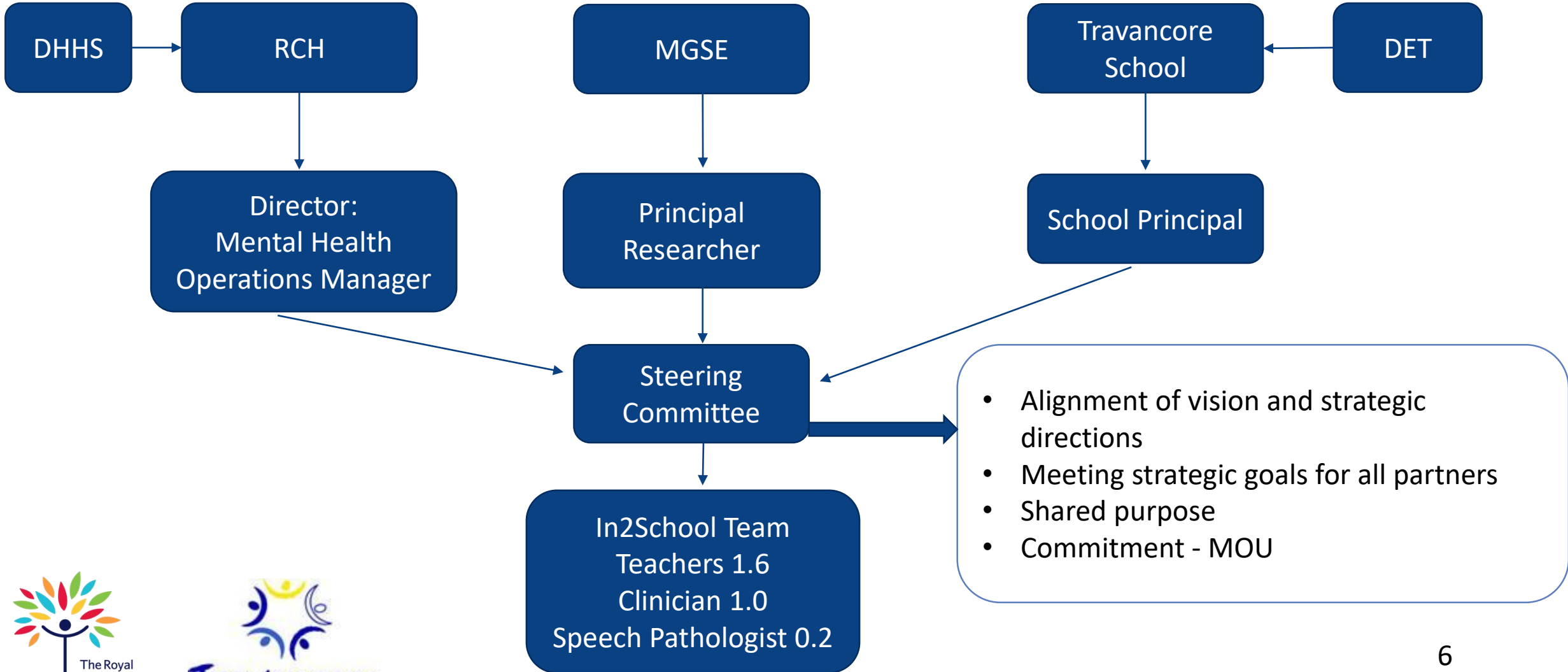**Phase 3**

Return to mainstream school

Governance

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DHHS → RCH                MGSE              Travancore School ← DET
         ↓                  ↓                     ↓
      Director:          Principal            School Principal
    Mental Health        Researcher
  Operations Manager
         ↓                  ↓                     ↓
              Steering Committee
                      ↓
              In2School Team
               Teachers 1.6
                Clinician 1.0
            Speech Pathologist 0.2
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- Alignment of vision and strategic directions
- Meeting strategic goals for all partners
- Shared purpose
- Commitment - MOU

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Roles and Communication

Enablers

- MOU- outlines agency responsibilities around resourcing, promotion & collaborative practice

- Research Protocol – clarifies purpose, defines objectives, defines target population, describes intervention & evaluation

- Program Protocols – detailed operational procedures, curriculum, risk management

- History of agency collaboration – management, programs, co-location bring mutual trust and respect

- Small team reduces miscommunications

- Regular cross-agency communication at management level

- Built in links and supports with discipline and practice leadership

Roles and Communication

Barriers

- No existing multi agency process to support records management, sharing of evaluation data

  o different online agency platforms and processes

- Sharing of some roles requires specific skills and confidence often outside existing professional skillsets

- Different staff selection practices

Intervention

Therapy	Education	Combined
• Individual therapeutic sessions with young person	• Full time classroom attendance	• Evening parent group series
• Specialist assessments	• School liaison	• Social communication classroom program
• Individual parent work	• Curriculum development and delivery	• Family phone support
• Medication/ psychiatrist review	• Positive behaviour classroom interventions	• Home visits (if required)
• Care coordination	• Implement/review ILPs	• Psychoeducation sessions for partner schools
• Family therapeutic support	• Community based excursions	• Return to school plans
	• Family communication and liaison	• Travel training
		• New school transfer and enrolment (if required)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
STAFF				
9.00 am		Tuning In	Tuning In	Tuning In
9.30 am		Literacy	Out n' About Preparation	Literacy
10.00 am	Tuning In		Out n' About	
10.30 am	Mind & Body	MORNING TEA		MORNING TEA
11.00 am		Social Skills		Numeracy
11.30 am	Numeracy			
12.00 pm		Learn a new skill		Where's your head at?
12.30 pm	LUNCH	LUNCH		LUNCH
1.00 pm	Personal Project	Move		Move
1.30 pm				
2.00 pm	Daily Reflection	Daily Reflection	Daily Reflection	Weekly Reflection
2.15 pm	Finish – Home time!	Finish – Home time!	Finish – Home time!	Finish – Home time!

Resourcing

Enablers in place…..

Co-location

Some agreement around sharing resources

- Physical space, vehicles, crisis support

Admin support

Appropriately skilled staff

Capacity for short term staff cover

Professional Learning – discipline specific and team

Discipline specific oversight

Barriers to address …….

Financial uncertainty – commitment at education and health department level

Inadequate resourcing

- Agreements around funding between agencies
- Specialist family therapy
- Enhanced follow-up

Time to develop and sustain working relationships

- Funding uncertainty impacts staff turnover impacts relationships

From the staff

This (integrated) model helps **schools and families feel safer** – there is a greater sharing of the load of what they are going through …..the message we provide has **more strength when it is delivered together**. I had more confidence in challenging schools and families knowing that I was backed up by other professionals *(Teacher)*

This program works, the collaboration between health and education **optimises recovery**, not just with school refusal difficulties but with their learning, social interactions and emotional regulation and their family relationships. **Families feel supported**, **schools feel supported and the young person feels supported**. It is essential for **sustainable recovery**. *(Clinician)*

Working in this model allowed me to **see things through a different lens**, have a **broader perspective** in understanding student's needs. *(Teacher)*

Having **trust in each other's expertise** and **valuing the roles and contributions** we each have has been crucial to each of us performing our best in our respective roles. *(Teacher)*

Questions?

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