







# Therapeutic School Transformation

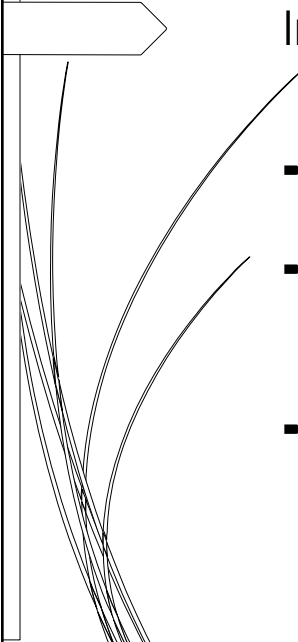
Integrating DDP and therapeutic principles into the school culture.

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## Learning Principles

-  The attendee will be able to distinguish the philosophical and functional variances between an "alternative school" and a "therapeutic" school.
-  The attendee will be able to identify the specific DDP principles that were infused into the traditional alternative school setting that produced an "attachment focused therapeutic school."
-  The attendee will be able to describe the successes and difficulties that occurred in the collaboration process between KidsTLC and the Olathe Public Schools.
-  The attendee will be able to recognize the relational and academic outcomes of our therapeutic school.
-  The attendee will be able to discuss the movement of our DDP therapeutic school model into several parts of the larger Olathe Public Schools.



## Impetus for Change

- Claire Alternative Learning Center on the Campus of KidsTLC was being outsourced to a 3<sup>rd</sup> party education provider in cooperation with Olathe Public Schools.
- Traditional punitive approaches to behavior were leading to:
  - Students being returned to unit (suspended from school)
  - Increased police contact or arrests while in the school setting.
  - Strict, inflexible rules that were not individualized to the students' needs.
- KidsTLC was beginning a new therapeutic model (DDP), and had a vision to seek change in the educational setting that aligned with the beliefs and practices of the campus.






## Change Process

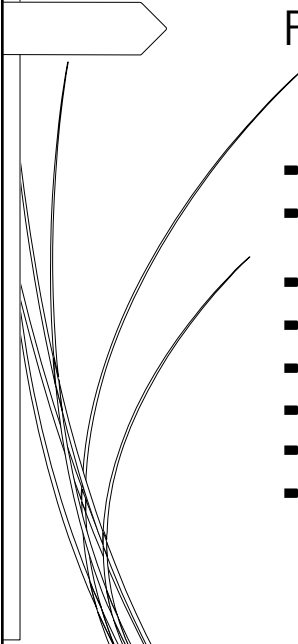
- Staff was turned over from top to bottom including teachers, administration, and support staff.
- Collaboration and planning between agencies to define the new vision, hiring staff and leadership, and building a school centered on relational safety.
  - Relational repair.
  - Intersubjectivity.
  - Coregulation.
- Training, training, training, and more training.
- Ongoing training.
- Create, transform, reflect, adjust.

## Organizational Structure

- Shared financial responsibilities between both organizations.
- Annual contract.
- KidsTLC floor staff serve as school support staff during the day.
- Full time school psychologist.
- Full time teaching counselor.
- Class sizes of 8. Adult to student ratio of 3:8
- Electives; Social Emotional Instruction, Family and Consumer Science, Physical Education. Community Based Instructional opportunities.
- .5 School Resource Officer who also practices relational, attachment focused methods.
- Strengths focused program.
- Mindfulness.

## Therapeutic Principles

-  Understanding of trauma & attachment.
-  PACE
-  Restorative practices versus punitive/traditional school responses.

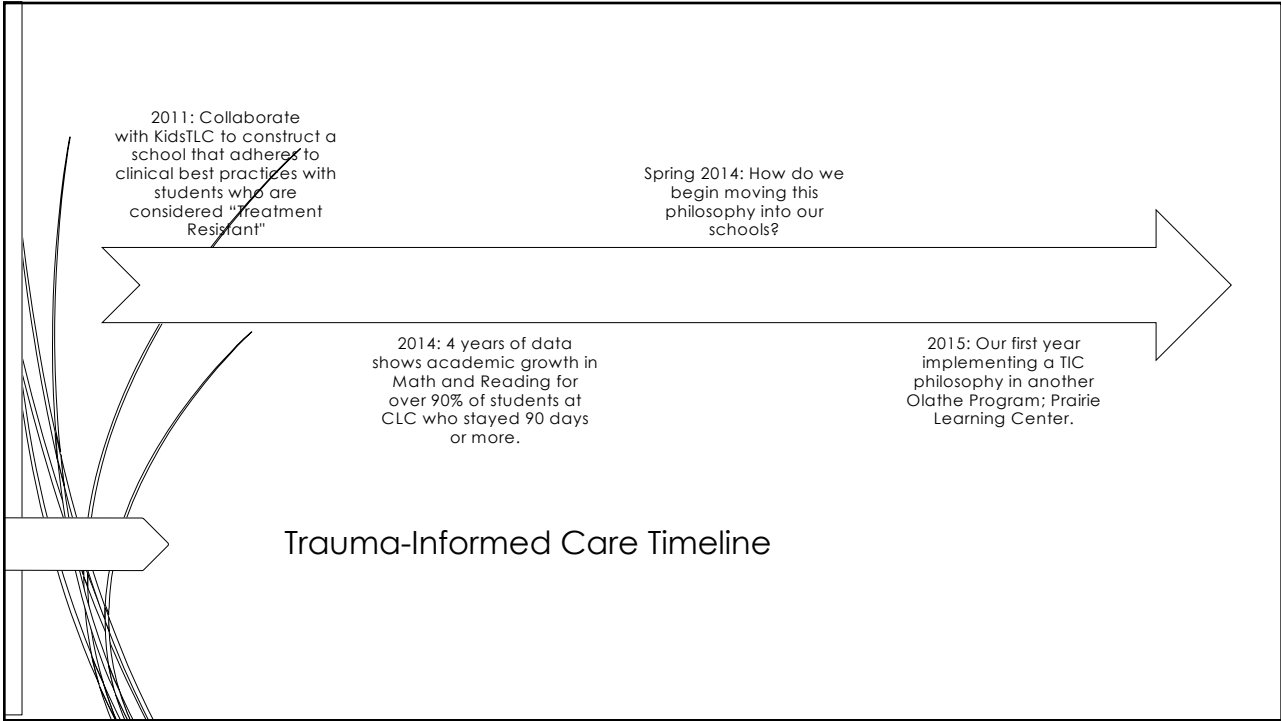


## Peaks and Valleys

- Change is hard for all.
- Training cannot be a 'one-shot' solution. The knowledge must become engrained in the culture of the program.
- Burnout, Secondary Trauma, Old habits die hard.
- We're so far out of the box that we don't have to attend to the box at all.
- It works!
- Staff accountability between organizations.
- Student success.
- Concepts begin to permeate through the larger organization.

## Data

- 2016-2017:
- 83 students served for 90 days or more.
- 66% tested below grade level on Reading. 73% in Math.
- 34% showed growth in reading up to one grade level. 34% in Math.
- 42% showed growth in reading of more than one grade level. 41% in Math.



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- ### On the Horizon
- Schedule adjustment to reduce class sizes.
  - PACE in the larger school system.
  - School staff attending the DDP conference.
  - Continued reflection, evaluation, and adjustments.
- The section is titled "On the Horizon" and includes a list of four bullet points. On the left side, there is a vertical line with several curved lines extending downwards, similar to the design in the timeline above. A small arrow points to the right from the left edge of the diagram, pointing towards the title.

