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From In2School to In2School@school: Replicating a model into a new setting.

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Acknowledgements



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The In2School model

PHASE ONE

**Relationship
building**

Assessment

PHASE TWO

**Transitional
Classroom**

PHASE THREE

**Return to
mainstream
school**



In2School@school

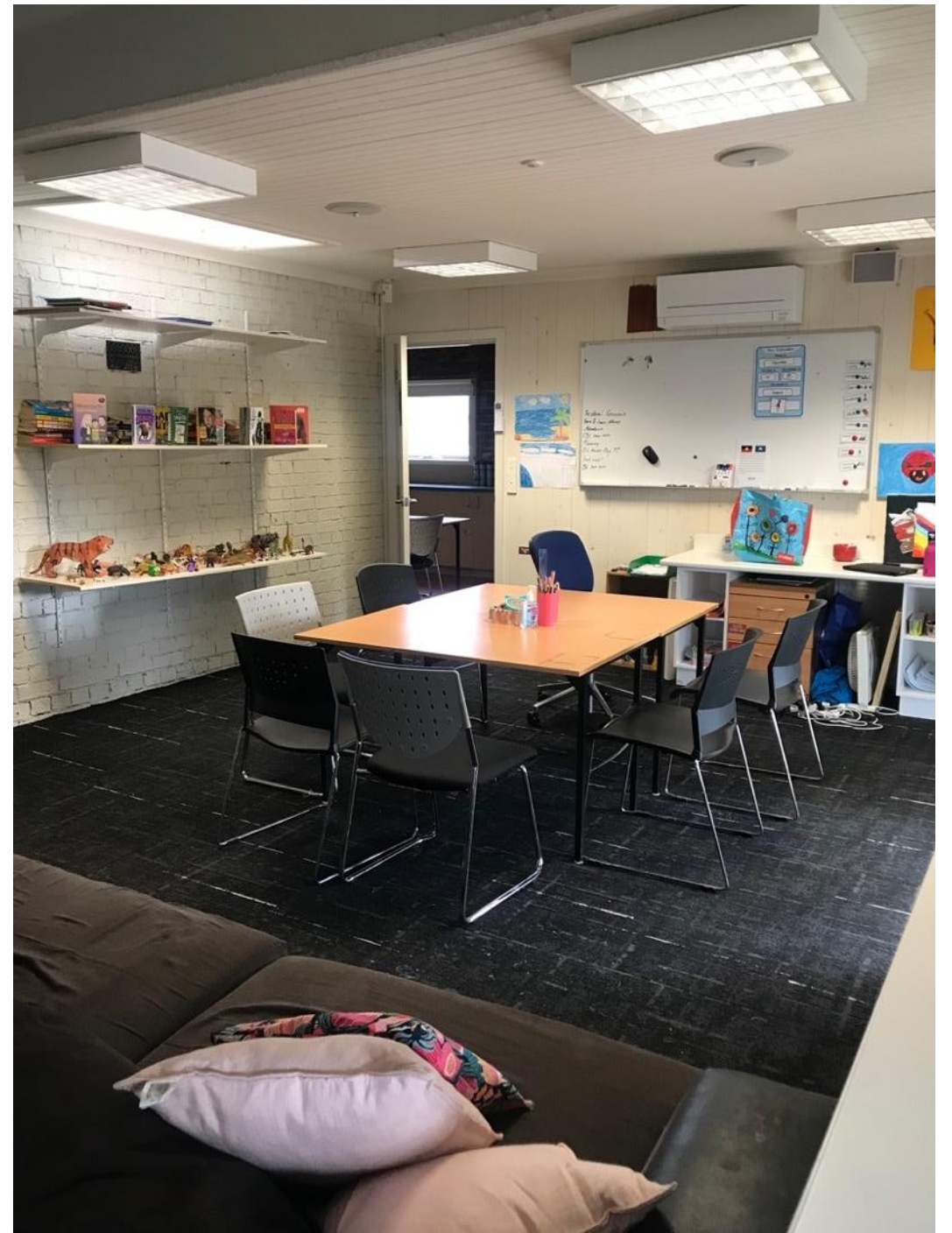
- Replication of the In2School model
- Move the program from a specialist setting to an alternative setting
- Adapt elements of the program into a different context
- Broaden type of school attendance problem accepted into program
- Consultation provided by the In2School team



Adaptations made

Elements	In2School	In2School@school
Staffing	1.6 EFT classroom teacher 1.0 EFT mental health clinician 0.2 EFT Speech pathologist	1.0 EFT classroom teacher 1.0 EFT education support worker
Phase 3 transition	Students transition to a mainstream school at the end of the program	Students transition to a new class within the same setting
Inclusion criteria	8 students aged 11-15 years Client of RCH MH School attendance less than 50% Mental health Dx (anxiety or mood disorder) Expresses a desire to attend school Parents/carers committed to taking part	8 students aged 12-16 years Enrolled at a MacKillop Education site School attendance less than 50% NCCD social/emotional adjustment Expresses a desire to attend school Parents/carers committed to taking part
Assessment	Attendance data; SRAS-R; SDQ; HoNOSCA; CGAS; KIDSCREEN 27; SEQ-SS	Attendance data; SRAS-R; SDQ; KIDSCREEN 27; ISAP
Program length	6 months	12 months

The classroom





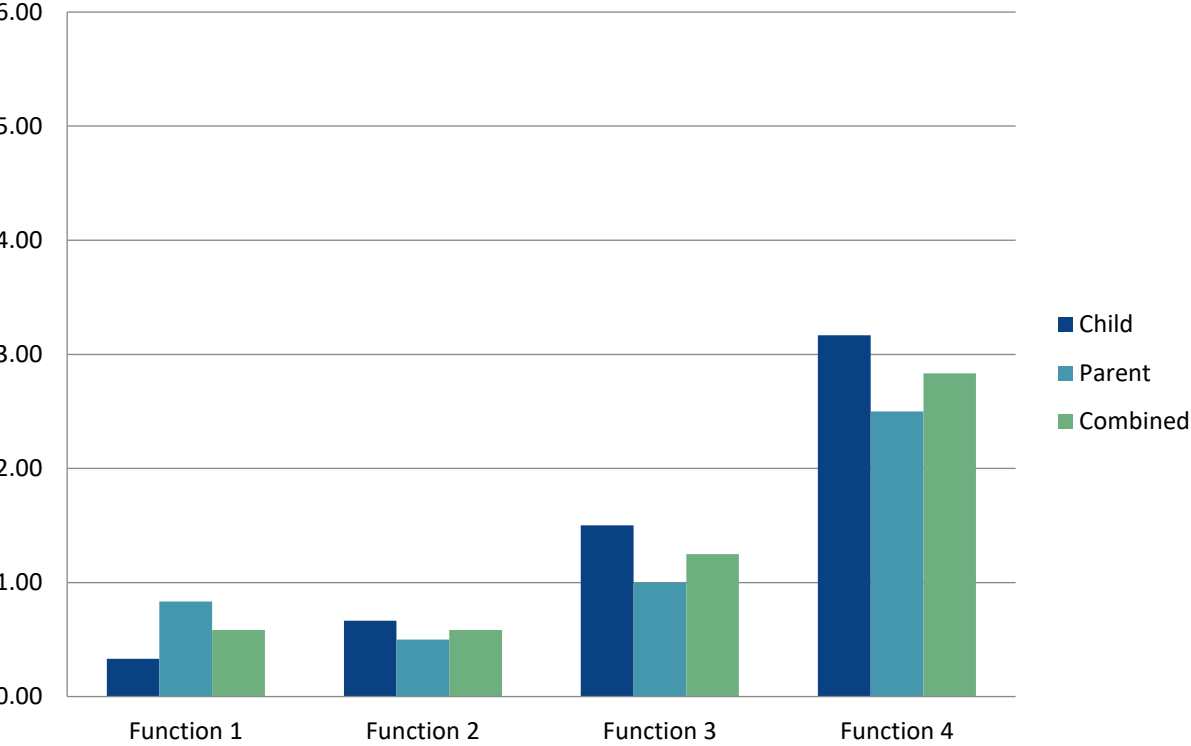
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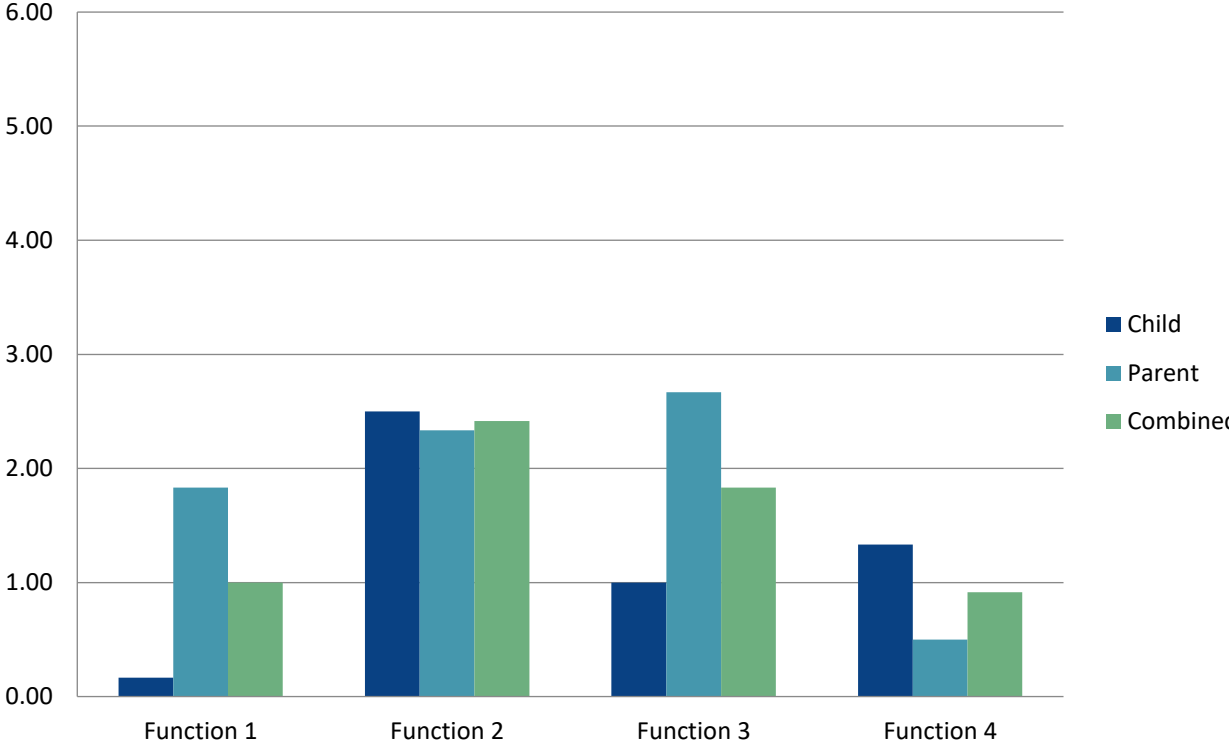


School Refusal Assessment Scale – Revised (Kearney, 2002)

Comparative



Comparative



Quality of Life – Intake 1 (KIDSCREEN-27)

(n=7)		In2School@school	In2School
	Score range	Mean (SD)	Mean (SD)
Physical Wellbeing	5-25	14.57 (5.38)	12.14 (4.67)
Psychological Wellbeing	7-35	23.29 (9.50)	19.42 (4.07)
Autonomy and Parent Relations	7-35	25.29 (6.75)	26.29 (4.42)
Social Support and Peers	4-20	12.29 (4.50)	8.86 (7.65)
School Environment	4-20	15.28 (3.45)	7.71 (4.71)



Challenges

- Replicating a highly structured model with extensive outreach support to a new setting
- Providing timely support to the new team
- Reduced teaching staff (impact on timely collection of assessments)
- No direct clinical intervention – using community-based services where possible
- Range of attendance typologies and students with trauma history
- Competing priorities on the school site (e.g. leadership support, wellbeing support)
- Orienting the In2School attendance requirements to a flexibly timetabled setting
- Understanding the transition process



What has happened so far?

- Student attendance becoming more consistent
 - At end of term 3 all students attending daily between 2-4 hours
- All typologies of SAP present have responded to the program
- Shared understanding of study expectations
- Developing a positive relationship with the In2School@school team
- Learning from one another - collaboration and compromise
- The three phase model can be replicated with adjustments



Questions?



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