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## NORTH DAKOTA DAY TREATMENT | Background & Information

### What is Day Treatment?

Day Treatment is a multi-disciplined approach for youth who are at risk of out-of-home placement. Youth with histories of disrupted home placement tend to have poorer educational achievement and often suffer other poor outcomes. Maintaining youth in their family home and their home school is one way to prevent some of the long-term negative consequences of being removed from home and community. Day Treatment is integrated into existing local schools and includes inter agency involvement with local juvenile justice partners, law enforcement and social service agencies. Planning and funding is shared by state and local agencies.

The core treatment team is comprised of a: (1) teacher; (2) social worker; and (3) paraprofessional. Staff are full time and not assigned to other duties in the school district. Class size is 8-15 youth per unit.



Current 6 sites for Day Treatment:

1. Dickinson Middle School
2. Jamestown Middle School
3. Dunseith Elementary School
4. Grand Forks Middle School
5. Mandan Middle School
6. Mandan High School



Day Treatment sites are strategically placed in communities that traditionally have had fewer services and programs available in their communities to support students that are at risk for out-of-home placement. Day Treatment sites receive some of their funding through the Division of Juvenile Services (DJS), but mostly these sites are partnerships between the local district and DJS that include "soft" costs such as training, technical assistance, and accountability in that each site receives a fidelity audit once per year.



## Output and Outcome Data (2-Year Average: 2018-19/2019-20)

DEMOGRAPHICS	RISK FACTORS	OUTCOMES
<ul style="list-style-type: none"> <li>⇒ 72% Male; 28% Female</li> <li>⇒ 19% in elementary; 72% in middle school; 9% high school</li> <li>⇒ 54% White; 29% Native; 8% Hispanic; 8% Black; 1% Asian</li> </ul>	<ul style="list-style-type: none"> <li>· History of Drug and/or Alcohol Abuse (Family/Youth) = 51%</li> <li>· Previous Truancy = 35%</li> <li>· History of Abuse and/or Neglect = 38%</li> <li>· Medicaid Eligible = 66%</li> </ul>	<ul style="list-style-type: none"> <li>* Academic Improvement = 54%</li> <li>* Behavior Improvement = 62%</li> <li>* Family Involvement = 75%</li> <li>* Maintained in Community (avoided out-of-home placement) = 96%</li> </ul>

### Day Treatment Costs:



Actual costs for Day Treatment vary by region based on local salaries, but the core costs are the three positions that staff the room. The local district picks up most of the cost, and each site receives \$22,375 per semester in state funding, which covers approximately 25% of the actual costs. The exception are the Mandan sites, where we have invested heavily in training in order to create a self-sustaining model that can serve to train, mentor and provide technical assistance for other schools. Please see the narrative provided on page 4 of this document for further information. The Mandan sites each received \$71,250 per semester during the 19-21 budget cycle.

### Required Collaborative Efforts:



Each site is required to create and maintain a local advisory group that includes representation from the systems that serve children and youth at risk for out of home placement. In most areas, school personnel, social welfare, child protection, juvenile court, division of juvenile services, law enforcement and service providers. This group supports and assists with service planning, and delivery, and often provides technical assistance and local resources to the school day treatment site. This group serves to promote a sense of community ownership in the school site and the youth served. It is vital to student success that the school system and wider community become knowledgeable regarding Day Treatment goals and philosophy in order to encircle and serve youth and families locally.

Each site has an internal planning and intake committee that make decisions on intake and referrals. Over time, many of the locations have chosen to move their sites from the high school level to the middle school level, as the schools appreciate the preventative benefits of reaching struggling students as early as possible.

The goal of the approach is to meet each youth at their present level of functioning and provide whatever additional support is necessary to fill the gaps. This individualized model of support assumes that the youth can be successful in the school setting. Families are a key player on this team and as they see their child succeed, reliance on the model becomes less necessary.

Students are identified for Day Treatment either through the school team or through referral from one of the agencies who are members of the advisory group. Youth are prioritized who are deemed to be at high risk for a placement outside of the home (which would result in a separation from school) or as a transition for youth who have been previously removed from the home and are now returning to home and school.

Day Treatment must be coordinated and integrated with regular education curriculum. Students should attend or be provided with alternatives in music and physical education, and school events as appropriate. The regular education teacher maintains the grading, provides lesson plans, notes, worksheets and test materials to the Day Treatment teacher. Modifications and specialized instruction can be provided, as applicable.

The Day Treatment sites are encouraged to run 11-12 months of the year and include summer programming. Promoting summer camps, summer school and summer jobs for Day Treatment students is important for the student's continued success. In addition, student volunteer programs and restitution programs provide an opportunity to return services or goods to their community.

Careful cooperation, planning and staging are necessary to promote the re-integration of Day Treatment students back into regular classes. Students transition to their classes and peers as soon as the academic and behavioral remediation has reached a stage that supports transition. Often, students are reluctant to leave the Day Treatment environment where they have experienced tremendous success. Additionally, regular education must be willing to show positive acceptance to the returning student.

*"Dickinson Public Schools has had the Day Treatment Program for many years-in fact-I believe since the birth of the program. The State Model has been kept as sacred as possible and has been strongly supported by the administration. It has been proven to be a successful program for our at risk students. With this being said, collaboration with these individuals has been very successful."*

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## Mandan Next Step Program (Day Treatment Site)

In order to better anchor the Day Treatment sites and position the approach for growth as well as assure a process for sustaining the model, the Division of Juvenile Services and the Mandan Public Schools partnered to create the "home base" for the Day Treatment Model. Mandan's Next Step Program and the Day Treatment model have been woven together to create a scalable and replicable approach that can be adopted in whole or in part by other schools.

The goal is to build a site that can provide technical assistance and training to other sites. The focus is on training the staff and expanding the community connections.

A significant amount of attention is put on staff training. The entire team is participating in a three-tiered training process, which includes training on the Mandt System (16-20 hours), Collaborative and Proactive Solutions (8 hours of initial training followed by 15-18 weekly 1-hour coaching sessions as staff practice the approach with students), and social skills training.

- The **Mandt System** is a relationally based program that uses a continuous learning and development approach to prevent, de-escalate, and if necessary, intervene in behavioral interactions that could become aggressive. The context of all behavior is relational. Training is provided by the Division of Juvenile Services. The following link provides additional information: <https://www.cebc4cw.org/program/the-mandt-system/detailed>.
- **Collaborative and Proactive Solutions** is the non-punitive, non-adversarial, trauma-responsive model of care developed by Dr. Ross Greene. This is an evidence-based approach designed to help school-based staff engage and work successfully with behaviourally challenging students. A link to the Lives in the Balance organization is provided here: <https://www.livesinthebalance.org/about-cps>. The initial training is followed by coaching sessions that support staff as they learn to utilize this approach with students. Following the 18 weeks of coaching, a(n) internal trainer(s) is identified. The Train the Trainer consists of weekly coaching sessions for an additional 25 weeks, at one hour per week. After the Trainer completes their work, the Mandan site will be equipped to provide training to any school in North Dakota, and the model will be self-sustaining.
- **Social Skills Curriculum** will be provided for use in group settings in both the high school and the middle school. This program addresses anger control, thinking errors, social skills and problem solving. Training is provided by the Division of Juvenile Services.

The Mandan High School and Middle School sites are projected to be ready to act as a training site by January of 2022.