

Executive Summary

School Year 2005 - 2006

Therapeutic Day Treatment Survey Results

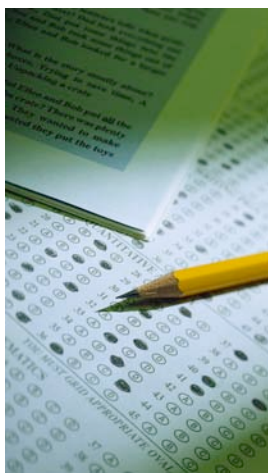
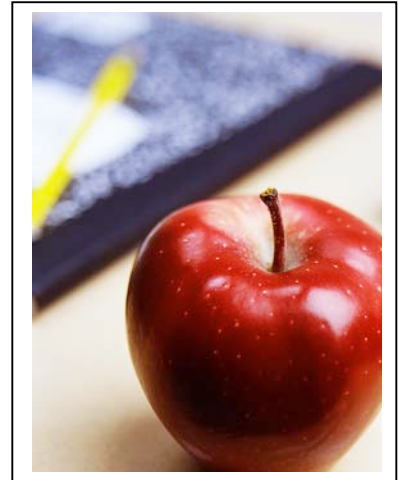


97%

Ninety-seven percent of teachers polled strongly agreed or agreed that students were in need of the services provided by the TDT program.

3/4

Over three-fourths of the teachers indicated that students' ability to focus and work habits had improved because of the TDT program.



89%

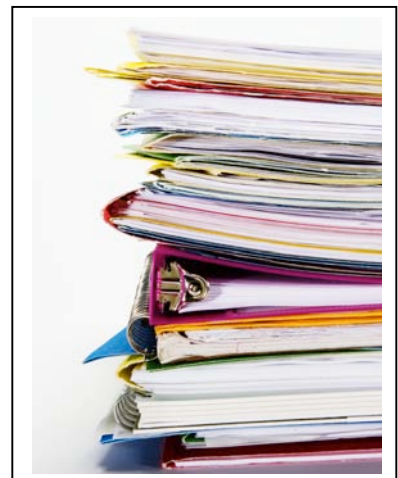
The vast majority of teachers agreed that the coordinator was accessible when they had questions.

87%

Teachers who taught students with TDT counselors were 87% in agreement that they would recommend the program to other teachers.

95%

Nearly all teachers, 95%, strongly agreed or agreed that the counselor respected authority in the classroom.



What is the Therapeutic Day Treatment Project?

In March 2006, Family Preservation Services, Incorporated asked me to conduct an evaluation of the Therapeutic Day Treatment program. The first stage of this ongoing evaluation examined the teachers' perceptions of the TDT program. All schools in Virginia with TDT counselors were included in the evaluation. Teachers were asked to complete an anonymous, self-administered questionnaire, designed by me, in consultation with Family Preservation Services, Incorporated personnel. Teachers mailed the completed surveys to my department address.

What should one know to understand the results?

It is important to keep in mind that the children and families served by Family Preservation Services, Inc. (FPS), through its regional offices across the state of Virginia, are slightly different from each other based on the needs of the local schools. It is also important to note that TDT offered by FPS, Inc., is different than TDT offered by other service providers. In general, FPS provides services to clients by partnering with individual teachers, serving an average of three to six students for the entire school day. Clients receive both individual and group counseling several times a week as well as daily support in the class milieu.

This report provides further details. We welcome your questions and interest in information contained in this summary. Please contact:

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Synopsis:

The overall conclusion from this evaluation is that the teachers' perceived the TDT program as benefiting their students. Most of the teachers indicated that the students' academic performance, behavior, and social skills improved because of the TDT program. Over three-fourths of the teachers noted that the students' ability to stay on task and focus on their work improved. A similar percentage of teachers agreed that the students' families were more involved because of the TDT program. The vast majority of teachers rated their interactions with the counselors and coordinators as positive.



April 14, 2007
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Teachers' Perception of the Therapeutic Day Treatment Program

The following is a summary of the results of an evaluation of Family Preservation Services, Incorporated's Therapeutic Day Treatment Program as reported from 15 school districts across Virginia. The first stage of this ongoing evaluation examined the teachers' perceptions of the TDT program. The data for this report comes from teachers' responses to an anonymous, self-administered questionnaire.¹ Two hundred ninety-four teachers who taught students with TDT counselors completed surveys.

Recommend Program to Others

The teachers who taught students with TDT counselors were asked their level of agreement with the statement, *I would recommend the TDT program to other teachers.*

Most of the teachers indicated they would recommend the program.

87% (N=253/291²) agreed or strongly agreed that they **would recommend the TDT program** to other teachers.

- 55% strongly agree
- 32% agree
- 10% disagree
- 3% strongly disagree

Overall Assessment

The teachers who taught students with TDT counselors were asked, *Overall, how would you rate the services that are provided by the TDT program?*

The vast majority of the teachers rated the services positively.

82% (N=241/294) **rated the services as either excellent or good**

- 47% rated the services excellent
- 35% rated the services as good
- 13% rated the service as fair
- 5% rated the service as poor

Student Needs

The teachers who taught students with TDT counselors were asked to indicate if they felt students were in need of TDT services.

97% (N=278/288³) strongly agreed or agreed that students were **in need of the services** provided by the TDT program.

- 75% strongly agree
- 22% agreed
- 3% disagree
- 1% strongly disagree

¹ The bulk of the survey consisted of 30 questions with forced-choice answers of "strongly agree," "tend to agree," "tend to disagree," and "strongly disagree." Teachers also were asked to provide an overall rating of the program and if they would recommend the program to other teachers.

² Not all teachers answered every question.

³ Some percentages do not add to 100 because of rounding.

Behavior and Social Skills

Teachers with students' with TDT counselors were asked a series of questions about the students' behavior and social skills. The teachers' responses indicated that they viewed TDT as having a positive effect in these areas.

Most of the teachers noted a reduction in disciplinary referrals.

83% (N=228/276) strongly agreed or agreed that the students had **fewer referrals for disciplinary action** as a result of the TDT program.

37% strongly agree
46% agree
14% disagree
3% strongly disagree

Most of the teachers indicated that the students were less disruptive.

82% (N=233/283) strongly agreed or agreed that students **engaged in less disruptive behavior** as a result of the TDT program.

36% strongly agree
46% agree
13% disagree
4% strongly disagree

The vast majority of teachers agreed that students' social skills and peer interactions improved.

84% (N=238/283) strongly agreed or agreed that students **improved their interactions with peers** as a result of the TDT program.

40% strongly agree
44% agree
12% disagree
4% strongly disagree

84% (N=235/280) strongly agreed or agreed that students **improved their social skills** as a result of the TDT program.

30% strongly agree
54% agree
13% disagree
3% strongly disagree

Most of the teachers disagreed with the statement that other students in the class responded negatively to the students with TDT counselors.

89% (N=252/282) disagreed or strongly disagreed that the students' involvement in the TDT program led to **negative evaluations by their peers**.

51% strongly disagree
38% disagree
5% agree
6% strongly agree

Academics

The teachers who taught students with TDT counselors were asked a series of questions related to the students' academic performance.

The vast majority of teachers agreed that the TDT program had academic benefits.

81% (N=216/267) strongly agreed or agreed that the students' **attendance** had **increased** as a result of the TDT program.

29% strongly agree
52% agree
15% disagree
4% strongly disagree

74% (N=207/279) strongly agreed or agreed that the students' **academic performance improved** as a result of the TDT program.

29% strongly agree
45% agree
20% disagree
6% strongly disagree

Over three-fourths of the teachers indicated that students' ability to focus and work habits had improved because of the TDT program.

78% (N=222/283) strongly agreed or agreed that students' **ability to focus on tasks** improved as a result of the TDT program.

35% strongly agree
43% agree
17% disagree
4% strongly disagree

78% (N=219/280) strongly agreed or agreed that students **improved their work habits** as a result of the TDT program.

30% strongly agree
49% agree
18% disagree
4% strongly disagree

Family

Teachers with students with TDT counselors were asked their perceptions of the effect of the TDT program on the participation of the students' families in the students' education.

Over half of the teachers indicated improved family participation.

61% (N=157/257) strongly agreed or agreed that the **participation of the students' family in the students' education improved** as a result of the TDT program.

15% strongly agree
46% agree
27% disagree
12% strongly disagree

Counselors

The teachers who taught students with TDT counselors were asked a series of questions about their perceptions of the counselors involved with the TDT program. Most of the teachers agreed that the counselors were well integrated in the school and follow the school rules.

84% (N=235/279) strongly agreed or agreed that the TDT counselor was **integrated into the larger school culture.**

56% strongly agree
28% agree
14% disagree
1% strongly disagree

89% (N=233/262) strongly agreed or agreed that the TDT counselor **followed applicable policies in the Teacher Handbook.**

55% strongly agree
34% agree
10% disagree
1% strongly disagree

Communication With Counselors

A large percentage of teachers indicated satisfaction with the frequencies of communications with counselors. 86% (N=245/284) strongly agreed or agreed that they were satisfied with the **frequency of discussions** about students with the TDT counselor.

64% strongly agree
22% agree
9% disagree
5% strongly disagree

Almost all of the teachers indicated that the counselors responded to their questions. 94% (N=263/79) strongly agreed or agreed that the **counselor answered their questions** about the TDT program.

71% strongly agree
23% agree
4% disagree
2% strongly disagree



Teacher, Classroom, and Counselor Interactions

The vast majority of the teachers responded positively to questions about having counselors in their classrooms.

87% (N=229/263) strongly agreed or agreed that the **benefits** of having a TDT counselor in their classroom **outweighed the adjustments** they made as a result of the counselor's presence.

63% strongly agree
24% agree
10% disagree
3% strongly disagree

85% (N=239/281) strongly agreed or agreed that they and the TDT counselor **worked as a team.**

59% strongly agree
26% agree
10% disagree
5% strongly disagree

Almost all of the teachers agreed that the counselors respected their authority.

95% (N=257/272) strongly agreed or agreed that the counselor **respected their authority** in the classroom.

78% strongly agree
17% agree
4% disagree
1% strongly disagree

About half of the teachers indicated that they learned techniques they could use.

58% (N=148/255) strongly agreed or agreed that by working with the TDT counselor, **they learned techniques** that they could apply in their classroom.

31% strongly agree
27% agree
27% disagree
15% strongly disagree

Coordinators

The teachers who taught students with TDT counselors were asked three questions about their perceptions of the coordinators involved with the TDT program.

The vast majority of the teachers assessed the coordinators positively.

89% (N=239/268) strongly agreed or agreed that the TDT coordinator **was accessible** when they had questions.

55% strongly agree
34% agree
9% disagree
2% strongly disagree

86% (N=227/264) strongly agreed or agreed that the TDT coordinator **effectively handled problems.**

- 53% strongly agree
- 33% agree
- 10% disagree
- 4% strongly disagree

79% (N=237/267) strongly agreed or agreed that the TDT coordinator **responded to problems in a timely manner.**

- 60% strongly agree
- 29% agree
- 9% disagree
- 3% strongly disagree

Conclusion

The overall conclusion from this evaluation is that the teachers' perceived the TDT program as benefiting their students. Most of the teachers indicated that the students' academic performance, behavior, and social skills improved because of the TDT program. Over three-fourths of the teachers noted that the students' ability to stay on task and focus on their work improved. Over half of the teachers agreed that the students' families were more involved because of the TDT program. The vast majority of teachers rated their interactions with the counselors and coordinators as positive.



School Districts

The teachers who completed surveys were from the following school districts.

Pulaski County	11%	(N=32)
Giles County	3%	(N=8)
Washington	8%	(N=23)
Russell County	3%	(N=8)
Buchanan County	.7%	(N=2)
Scott County	2%	(N=5)
Lee County	.3%	(N=1)
Bedford County	16%	(N=45)
Hampton City	1%	(N=4)
Richmond City	7%	(N=19)
Petersburg	.7%	(N=2)
Roanoke County	7%	(N=20)
Roanoke City	6%	(N=18)
Warren County	27%	(N=78)
Winchester City	8%	(N=24)

More About Family Preservation Services, Incorporated

Family Preservation Services, Incorporated (FPS), a subsidiary of Providence Service Corporation, specializes in nonresidential community-based services. The mission of FPS is to collaborate with and support community agencies in their efforts to reduce out-of-home placements. Counselors provide mental health services that are individually tailored to the unique strengths of the client and his or her family. Services are provided to clients in their own homes, schools, neighborhoods, and communities. FPS does not own or operate a hospital or residential facility.

- Core services include:**
- **Intensive In-Home**
 - **Therapeutic Day Treatment**
 - **Home-based Counseling**
 - **Mental Health Support Services**
 - **Therapeutic Mentoring**
 - **Virtual Residential Services**

Treatment components may include individual and group therapy, substance abuse treatment, art therapy, anger management, life skills training, problem-solving, case management, social skills development, recreational activities and communication building. FPS maintains 23 offices across the state. For more information about service offerings or to make a referral, please contact your local FPS office.

If you would like to learn more about Family Preservation Services, Incorporated in Virginia or Providence Service Corporation, please visit www.provcorp.com or contact:

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Christiansburg	(540) 381-7500
Culpeper	(540) 825-3117
Danville	(434) 572-6282
Duffield	(276) 431-7214
Eastern Shore	(757) 442-7690
Faifax	(703) 691-7373
Farmville	(434) 392-3328
Fredericksburg	(540) 372-1438
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Hampton	(757) 838-8520
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Lynchburg	(434) 528-9711
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