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Spring 2019

### Examining Factors, Supports, and Transitional Resources Among Students Attending Agency Schools in Southwestern Ontario

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Pizzuto, G. (2019). Examining Factors, Supports, and Transitional Resources Among Students Attending Agency Schools in Southwestern Ontario. Retrieved from <https://scholar.uwindsor.ca/research-result-summaries/176>

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The aim of this study was to present and interpret the perspective of teachers for policy makers, administrators, and researchers to develop a deeper understanding of the structure and dynamics of day treatment programs and transitions, so that agency schools can continue to develop to meet the needs of students. In this qualitative case study, I investigated the lived experiences of teachers working in agency schools in a region in Southwestern Ontario. Semi-structured interviews were conducted, and the data was analyzed through Interpretative Phenomenological Analysis (IPA). Five themes emerged from an analysis of the data: 1) Teaching the Whole Child; 2) Communication; 3) Collaboration and Team Dynamics; 4) The Present Role of Parent(s) and/or Guardians; and 5) Successful and Adaptive Transition. The themes present a general conception of how teachers identify their role in agency schools, while providing evidence of the success of day treatment programs and student transitions. Together, they encompass what takes to create a successful school environment. The themes discovered in this research helped to produce important recommendations for future practice and research. Final recommendations based on the data analysis include: building a relationship of trust between team members, emphasizing holistic education in all schools; as well as greater knowledge of agency school environments for community members, families, and other teachers. The current study allowed participants the opportunity to reflect upon their experiences, consider their own attitudes towards programs and transitions, and discuss their future roles as agency school teachers. In addition, the current study contributes to the field of special education in Ontario by giving a voice to special education teachers working in agency school settings. The hope from this study is for individuals to become more knowledgeable about mental health interventions in schools, so that these programs can continue to advance. The hope is that the findings and recommendations of this study not only benefit those in agency school settings, but also educators in community school settings.