Building RENEW as an Evidence-Based Practice for High School Students with Emotional and Behavioral Challenges
Jesse C Suter, IV
Principal Investigator
jesse.suter@uvm.edu

JoAnne Malloy
Co-Principal Investigator
Developer of RENEW
The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A150438 to the University of Vermont. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.
Rehabilitation for Empowerment, Natural Supports, Education, & Work

http://renew.unh.edu
Session 6.7
**Goals**
- Graduation
- Employment
- Postsecondary Education
- Community Inclusion

**Principles**
- Self-Determination
- Unconditional Care
- Strengths-Based Supports
- Building Natural Supports
- School-to-Career Planning
RENEW 4-Phase Process

Phase 1
Engagement & Futures Planning

Phase 2
Team Development & Planning

Phase 3
Implementation & Monitoring

Phase 4
Transition to Less Intensive
1. RENEW
2. STUDY
3. PRERESULTS
Randomized Controlled Trial (RCT)

1. Population is split into 2 groups by random lot.
2. Outcomes for both groups are measured.
3. No change or worse
4. Doing better
Facilitators Provide
- Personal Futures Planning
- Individual team development
- Facilitation for career development

Proximal Outcomes
- Self-Determination
- Student Engagement
- Social Support

Distal Outcomes
- Emotional & behavioral functioning
- Fewer discipline problems
- Improved academics
- On track to graduate
- Less likely to drop out
- Participation in job-related activities

Coaches Provide
- Modeling & Supervision
- Access & info about resources

Moderators
- Student & family
- School
Self-Determination
- AIR Self-Determination Scale (Wolman, et al., 1994)

Engagement
- Student Engagement Instrument (Appleton, et al., 2006)
- Research Assessment Package for Schools
- Attendance

Social Support
- Child & Adolescent Social Support Scale (Malecki, et al., 2004)
Academics

- Student report & student records (e.g., report cards, transcripts)

Emotional & Behavioral

- Strengths & Difficulties Questionnaire (Goodman, 2001)
- Office disciplinary referrals

Services / Employment

- Student and school report
1. RENEW
2. STUDY
3. PRERESULTS
 dropout risk

- Repeated 8th or 9th, grade
- more than 1 failed class
- more than 3 Ds
- more than 14 days missed of school

AND

Emotional or behavioral challenges

- More than 3 ODRs
- at least 1 expulsion
- IEP/504 with EBC as concern
- any FBA/BIP
- receiving Tier 2/Tier 3 PBIS
- other evidence of EBC (documented by school)
9th & 10th Grade Enrollment

School Records

Invited to Participate

Study Groups

Follow Up

Assessed for eligibility

7,677

Not eligible

6,800

Eligible

877

Invited

329

Not enrolled

257

Randomized

72

RENEW

36

Comparison

36

3 month

86%

3 month

97%
Student Demographics \((n = 72)\)

- **Age:** 14 to 18 years, \(M = 15.6\) (\(SD = 0.8\))
- **Gender:** 32% women & 68% men
- **Sexual orientation**
  - 88% heterosexual, 8% bisexual,
  - 4% prefer not to say
- **Race and ethnicity**
  - 46% African American, 40% White, 6% American Indian, 7% Other
  - 20% Hispanic or Latino
Students report higher self-determination (except at school)

Always

- Students
- Teachers

Almost always

- Students: 19
- Teachers: 24

Sometimes

- Students: 15
- Teachers: 17

Almost never

Scale means and 95% confidence intervals

Never

- Capacity Actions
- Emotions
- School Opportunity
- Home
Students report modest school engagement

Scale means and 95% confidence intervals

Strongly agree

Agree

Disagree

Strongly disagree

Teacher-student relationships  Peer support  Family support  Relevance school work  Future aspirations  Intrinsic motivation

2.8  3.2  3.5  3.0  3.5  3.1

2.3 teacher report
More perceived support from friends than school

<table>
<thead>
<tr>
<th>Scale</th>
<th>Friends</th>
<th>Teachers</th>
<th>Parents</th>
<th>Classmates</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>59</td>
<td>52</td>
<td>51</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>Almost always</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scale means and 95% confidence intervals
Academics and attendance

- Ever expelled: 7%
- Ever repeat grade: 28%
- Suspended: 44%
- Missed 5 or more days: 66%
- Any failed classes: 74%
Students report more “hidden” problems (& strengths)

% Students at-risk or in clinical range

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperactivity</td>
<td>56%</td>
<td>54%</td>
</tr>
<tr>
<td>Conduct problems</td>
<td>30%</td>
<td>34%</td>
</tr>
<tr>
<td>Peer Problems</td>
<td>38%</td>
<td>24%</td>
</tr>
<tr>
<td>Emotional symptoms</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>Prosocial</td>
<td>78%</td>
<td>48%</td>
</tr>
</tbody>
</table>
Services in past 6 months

- Community mental health: 59%
- Special education: 28%
- Alternative program: 26%
- Class support: 15%
- Residential or foster care: 11%
- Alternative school: 4%
Job experiences in past 6 months

47% Paid job
13% Internship

16% Missed work due to emotional or behavioral concerns
<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>6</td>
</tr>
<tr>
<td>Social Worker</td>
<td>4</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>3</td>
</tr>
<tr>
<td>Special Educator</td>
<td>2</td>
</tr>
<tr>
<td>Officer</td>
<td>2</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>1</td>
</tr>
<tr>
<td>Nurse</td>
<td>1</td>
</tr>
<tr>
<td>Instructional coach</td>
<td>1</td>
</tr>
<tr>
<td>Transition specialist</td>
<td>1</td>
</tr>
</tbody>
</table>
36 students assigned to RENEW

- **Phase 1**: Engagement & Futures Planning | **M=18.5 days (SD=13.4)**
- **Phase 2**: Team Development & Planning | **M=2 meetings (SD=0.7)**
- **Phase 3**: Implementation & Monitoring | **M=71 days (SD=29)**
- **Phase 4**: Transition to Less Intensive
Fidelity Ratings

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Futures Planning</td>
<td>3.8</td>
<td>4.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Development</td>
<td>4.2</td>
<td>3.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Implementation</td>
<td>4.1</td>
<td>3.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Satisfaction</td>
<td>4.2</td>
<td>3.9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Strongly agree: Students
- Agree: Students
- Undecided: Students
- Disagree: Students
- Strongly disagree: Students
- Strongly agree: Facilitators
- Agree: Facilitators
- Undecided: Facilitators
- Disagree: Facilitators
- Strongly disagree: Facilitators
HAPPY FALL!

jesse.suter@uvm.edu