Mentoring RENEWed: Using Peer to Peer Supports to Engage Youth who are at Risk for Disengagement from and Dropping out of School

Jonathon Drake, University of New Hampshire Institute on Disability
Kathleen Abate, Granite State Federation of Families & Youth Move NH
Justin Tilbe, RENEW Graduate, Peer to Peer Mentor, & Youth Move NH
Agenda

• Overview of RENEW & Youth Move
• Overview of Peer to Peer Supports
• Peer to Peer Supports & PBIS
• Peer to Peer Development
• NHH & Exeter Pilots
• Data & Outcomes
• Questions
RENEW in a nutshell..

- RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.

- The model focuses on supporting each youth to design and pursue a plan for the transition from school to adult life.
• Developed in 1996 by staff at the Institute on Disability (IOD), RENEW is being provided by schools, community mental health centers, community-based providers, and IOD staff members to youth.

• Nearly 20 years of research has shown that RENEW has substantially increased high school completion, employment, and post-secondary education participation rates among our most vulnerable youth.
Early Contributors and Co-Developers

• Doug Cheney, Professor of Special Education, University of Washington
• Gail Cormier, Executive Director, North Carolina Families United
• Patty Cotton, Person-Centered Planning Consultant
• David Hagner, Research Assistant Professor, UNH
• Lucille Eber, Director, Midwest PBIS Network
• Kathleen Abate, Granite State Federation of Families for Children’s Mental Health
Youth with EBD....

• Disengaged from school/family/community
• Most likely disability group to be in a segregated academic setting
• Highest rates of disciplinary infractions
• Perceived by teachers as having significantly lower levels of social competence and school adjustment

(Lane, Carter, Pierson, & Glaeser, 2006)
Poor Functioning

• High rates of school dropout (with associated low income and employment)
• High rates of anti-social behavior including incarceration, arrests, behavior problems in school
• High rates of trauma
• Poor access to or utilization of mental health services
• Lack of community and social supports
What is needed..

Wagner & Davis (2006) recommend that programs for youth with EBD emphasize:

- **Relationships**
- Rigor
- Relevance
- Address the needs of the whole child
- Involve students and families in transition planning

Youth with EBD need:

- **positive meaningful relationships**
- basic needs
- coping strategies
- consistency
- need social supports
RENEW Conceptual Framework

School-to-Career Transition

Youth, Family, RENEW

Interagency Collaboration & Wraparound

Self Determination

Disability

Education

Children’s Mental Health
RENEW Goals & Systems of Care Principles

• RENEW Goals
  – High School Completion
  – Employment
  – Post-Secondary Education
  – Community Inclusion

• RENEW Principles
  – Self-Determination
  – Unconditional Care
  – Strengths-Based Supports
  – Flexible Resources
  – Natural Supports
RENEW Strategies

1. Personal Futures Planning
2. Individualized Team Development & Facilitation
3. Implementation and monitoring of individualized school and vocational supports
   - Braided (individualized) Resource Development
   - Flexible, or Alternative Education Programming
   - Individualized School-to-Career Planning
   - Naturally Supported Employment
   - Mentoring
   - Sustainable Community Connections
RENEW 4-Phase Process

- Phase 1: Engagement and Futures Planning
- Phase 2: Team Development Initial Planning
- Phase 3: Implementation and Monitoring
- Phase 4: Transition to Less Intensive Supports
Context:
Youth who are:
- Disengaged from home, school, and/or community
- Involved in mental health, child welfare, and/or juvenile justice system
- Experiencing failure in school, home, and/or community

Facilitators Provide:
1. Personal futures planning including choice-making and problem-solving.
2. Individualized team development and facilitation
3. Personally relevant school-to-career development, support, and progress monitoring.

Shorter-Term Improvements In:
- Self-determination
  Capacity & Opportunity
- Student engagement and self-efficacy
  Behavioral, Cognitive, & Affective
- More effective formal and natural supports
  Source & Type

Longer-Term Improvements in:
- Emotional & Behavioral Functioning
- Educational Outcomes
- Employment
- Use graphics and words
- Use flip chart paper
- Engaging for participants
T’s DREAMS MAP

- Married to the right guy!
- Close family
- Job at the library or author
- Graduate high school
- Big house
- Have a Porsche
- Have a big boat
Goals This Year

- Probation
  - Get off

- Get a Job...
  - Paycheck $%

- Look into Nursing Career

- Get my...
  - Driver Licences

- Get Good Grades

- Will Powers
  - To stay out of Trouble
Youth MOVE NH- Youth Motivating Others Through Voices of Experience

Youth M.O.V.E New Hampshire works as a diverse collective to advocate for youth rights and voice in public systems and in communities for the purpose of empowering youth to be equal partners in the process of systems transformation, while also coaching others in the area of authentic youth involvement.
Youth Move NH
Vision:

"N.H. celebrates its 5th year of statewide youth peer support that has been made sustainable and accessible to all youth across the Granite State."

- 2025 Edition of Youth M.O.V.E. N.H. Newsletter
Youth Engagement and Leadership: New Hampshire Moving Toward Youth Driven Systems and Supports

**Youth Driven** means that young people have the right to be empowered, educated, and given a decision making role in their own lives as well as the policies and procedures governing care for all youth in the community, state and nation. This includes giving young people a sustainable voice in policy, planning, and evaluation efforts and then listening to that voice.
YouthMOVE NH: Tiers of Activity

**Universal:**
- Mental Health Promotion and Prevention, Anti-Stigma and Awareness.

**Tier 2**
- Group Targeted Peer Support: NHH Project: Futures Planning
- Group Youth Support and Education: Individual Self Advocacy, Wellness, Focus Groups
- Youth Leadership Trainings and Youth Tracks
- Policy and Planning: Voice!

**Tier 3/Tertiary**
- Youth Peer Support,

2-10% of population: complex challenges, require highly individualized support

15% of population: Less complex individual and/or group supports (no one excluded from activities- based on need/interest)

80% of population: "universal" health promotion and prevention interventions, broad based assessment activities

Youth Leadership Trainings and Youth Tracks

Youth Peer Support,

Policy and Planning: Voice!

Youth MOVE NH:

Group Targeted Peer Support: NHH Project: Futures Planning

Group Youth Support and Education: Individual Self Advocacy, Wellness, Focus Groups

Mental Health Promotion and Prevention, Anti-Stigma and Awareness.
YouthMOVE NH: A Brief History

• State chapter of YM National (2013)

• Focus group work to inform NH Children’s Behavioral Health Plan (Summer 2012)

• Funded by SAMHSA SoC Grant for Youth Coordinator and Youth Rep policy and leadership positions (1.33 fte)

• Funded by SAMHSA Statewide Family Network Grant to perform “universal” tasks, participate in NH Safe Schools grant leadership (.125 fte)

• Will pilot YPSS this year (.5 fte, increase)
NH Peer to Peer Support Model

• Why Peer to Peer Supports? Evidence!

• What does it look like?
  ✓ 1:1 and mutual growth opportunities (reflection)
  ✓ Non-biased and non-judgmental: Cultural & Linguistic Competence
  ✓ Peer Support Specialist works for and with youth
  ✓ Focus on wellness and prevention, self awareness and self advocacy
  ✓ Trauma informed in approach- not “what’s wrong with you?” but “what has happened to you? What is your story? Your journey?”
  ✓ Value placed on shared journey, experiential learning

➢ NOT Mentoring!! No power over, not about knowing better but about understanding shared experience or perspective
➢ NOT a medical or clinical service; not a crisis response or intervention
Peer to Peer Development in NH

Section Agenda:
• Peer to Peer Timeline
• Show Practice Profile
• Job Description
• Training Curriculum
• Coaching System
• Fidelity Instrument
Peer to Peer Implementation
Activities/Timeline

• Peer to Peer Supports Workgroup established - YM NH plus RENEW staff (some crossover)
• Peer to Peer Supports RENEW Pilot Program
  Exeter: School-based, locally-funded RENEW project
• Consultation with YM National – Intro Trauma Training for all YMN staff and RENEW allies

• Contract with YMN (Brie Masselli)

• Research, Consultation, Planning Retreat
  – Narrowing/Elimination of Models- “essential elements”
NH Youth Coordinator (Hannah)

- Attended national Youth Move meeting to draft model for Youth Peer Support in Wraparound
- University of Maryland TA providers for System of Care
System of Care Fast 4Ward Support

Peer to Peer Supports
2 year pilot budget:

<table>
<thead>
<tr>
<th>What</th>
<th>Unit</th>
<th>Rate</th>
<th>Total</th>
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<tr>
<td>2.0 FT FTE</td>
<td>2</td>
<td>27,040</td>
<td>54,080</td>
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<tr>
<td>FICA</td>
<td>2</td>
<td>1,920</td>
<td>3,840</td>
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<tr>
<td>Travel per staff</td>
<td>3</td>
<td>5,000</td>
<td>10,000</td>
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<tr>
<td>HR consultation, training, etc.</td>
<td>2.145</td>
<td>6,000</td>
<td></td>
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<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Manual and tools 2014</td>
<td></td>
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<td></td>
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<tr>
<td>TPS consultation/technical support from national planning +</td>
<td>20 year</td>
<td>$15 annual</td>
<td>$300</td>
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<tr>
<td>Conference registration    2014</td>
<td></td>
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<td>FT 2014</td>
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<tr>
<td>Technical assistance from Brie</td>
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<td>FY 2014</td>
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<tr>
<td>Training counseling for staff</td>
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<td></td>
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<tr>
<td>Supervisor/mentor &amp; peer support providers, travel/transport</td>
<td>2 60 hours</td>
<td>$2400</td>
<td></td>
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<tr>
<td>All day/peer support at conferences</td>
<td></td>
<td>1,000 pp</td>
<td>1,000</td>
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<tr>
<td>Curriculum development</td>
<td></td>
<td></td>
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<tr>
<td>Fidelity measures</td>
<td></td>
<td></td>
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<tr>
<td>Hire a writer/editor</td>
<td></td>
<td>$500</td>
<td></td>
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<tr>
<td>Printing/copying</td>
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Summer Peer Learning Meeting
hosted by YMN with:
MA, NC, Guam, NY, NH, SC
Practice Profile Development (Fixsen, Implementation Science)

NH Youth Peer to Peer Supports Model Practice Profile will inform development of:

• Competencies
• Organizational policies and processes
• Job descriptions and qualifications
• Medicaid service definition
### Practice Profile 1 of 14 Critical Components

<table>
<thead>
<tr>
<th>Critical Component (non-negotiable)</th>
<th>Define how does this Critical Component contribute to the Outcome?</th>
<th>Ideal “Gold Standard” of the Critical Component</th>
<th>Emerging Practice (Acceptable Variation) of the Critical Component</th>
<th>Unacceptable Variation of the Critical Component</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Must be willing to self-identify lived experience</td>
<td>Builds connections, trust, and relationships with peers. Able to use lived experience to build connections to peers. Able to distinguish times when sharing elements of personal story is of functional use.</td>
<td>Peer supporter is filtering at a high level as they become competent/ confident.</td>
<td>Sharing experience for personal gain. Leaning on peer being supported when in crisis yourself.</td>
<td></td>
<td>- Ability to share story- Strategic Sharing Training Utilizing story with discretion</td>
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Training Curriculum Outline

Core Training:
• System of Care
• Youth Move
• Peer to Peer Organization and Roles
• Navigating Systems
• Strategic Sharing
• Strategic Inquiry
• Creating Mutual Space
• Active Listening/Motivational Interviewing
• Conflict Resolution
• De-Escalation Strategies

Supplemental:
• Person Centered Planning
• Trauma Informed Practices
• Cultural Insight Training
• Youth mental Health First Aid
• Special Education System
• Substance Abuse
• Healthy Relationships
• Adolescent Development
• Wellness Training
• Other...
Job Description

Ethics and Boundaries
<table>
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<tr>
<th>Supervision Type</th>
<th>Frequency (at minimum)</th>
<th>Provider</th>
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</thead>
<tbody>
<tr>
<td>Assist in Preparing for First Peer Support Experience</td>
<td>First meeting and as needed</td>
<td>Lead Peer Support Specialist</td>
</tr>
<tr>
<td>Group</td>
<td>Monthly</td>
<td>Lead of Peer Support Specialist (acquired all training and has experience)</td>
</tr>
<tr>
<td>Direct 1 on 1 Supervision</td>
<td>Twice a month (every other week)</td>
<td>Director of Host Agency (Granite State Federation of Families) or Local Agency Supervisor (i.e. School director of counseling or Mental Health Supervisor or RENEW Trainer)</td>
</tr>
<tr>
<td>Observation or Recording (used with fidelity instrument)</td>
<td>1x/month first three months 2x/year thereafter</td>
<td>Lead Peer Support Specialist and/or Director of Host Agency</td>
</tr>
<tr>
<td>Administration of Fidelity Instrument (Not Developed)</td>
<td>2x/year</td>
<td>Lead Peer Support Specialist and/or Director of Host Agency</td>
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</table>
Sustainability & Funding

• 1915i Medicaid State Plan Amendment:
  – Writing group participation
  – Service Description
  – Provider Qualifications
  – Rate Setting in Process
  – Must be ready to go upon approval
Coming Soon…

• Competencies/Professional Development Planning
• Fidelity Instrument- In draft development via our partners at Antioch NE University
RENEW Youth Mentor Role

Justin Tilbe
IOD
University of New Hampshire
RENEW Graduate
Absence Less → excused Onus only
Homework/Class work Makeup → 10 days
- Excused Notes From DR.’s
- Call DR.’s ->
- What Days
- Find out if can make up work
  -> Talk to teachers: by tomorrow
- Summer Classes: Science Math Health
  $4,000-$5,150
RENEW At New Hampshire Hospital

- Heidi Cloutier, Justin Tilbe, Julie Brown & Meredith Foote

- Weekly group; Thursday mornings – 10 am -12 noon; older youth (14-18); voluntary

- 36 different youth participated in FP Group over 8 weeks (total youth participating in all groups =57), 21 youth attended more than 1 group.

- Average group size = 7
Group Design

• Introductions, Norms, Justin shared his maps, & introduced RENEW, youth mapped on flip chart paper Dreams, Goals, & Action Plan with adult support

• 1 staff worked with new youth and 1 staff worked with youth who had attended more than 1 group

• By week 7 separated the group into 2 -50 minute groups
Exit Evaluations

I feel more hopeful now than I did before today's meeting
I have a better idea of what my goals are and what I want to do

Very True

Fairly True

A little true

not at all true
I feel more in control of my choices than I did before
I felt people listened to me today
This was a good use of my time
Plan for Sustaining Futures Planning Group at NHH

• Julie & Meredith or other nursing staff members facilitate 2 groups: one group is for youth who have participated before and one is for new participants.

• Justen Tilbe continued to assist

• Discharge Plans include referral to Community Mental Health Centers & schools with RENEW Facilitators &/or Wraparound Facilitators
Exeter Youth Mentor RENEW Pilot
Demographics

• Students that participated in RENEW fit the following profile:
• Average GPA 1.326 (17 students that participated)
• 64% living in single family homes
• 29% involved in the Juvenile Justice System
• 23% involved in Child Welfare
Youth Mentor’s Role

• To give a perspective to youth and facilitators on the RENEW process
• To check with youth to see if the needs are being met
• Provide feedback to the youth from own personal experience
• Talk with youth on how they feel about their facilitator & the process
Why is this Important?

• Help youth speak freely to the youth mentor
• Not a significant age difference
• Providing opportunities to relate based on shared experiences.
Exeter Outcomes for Percent of Youth Enrolled (n= 17)

- Youth with Teams: 71%
- Youth Who Met Goals: 100%
- Youth Who Met All Goals: 53%
- Youth Who Obtained Jobs: 53%
- Youth Who Obtained Internships: 41%
Number of Discipline Referrals (n=17)

*29% Reduction in Behavioral Problems
Exeter High RENEW Academic Outcomes (n=17)

- Classes Passed
- Classes Taken

- Semester 1:
  - Classes Passed: 64
  - Classes Taken: 80

- Semester 2:
  - Classes Passed: 72 (+13%)
  - Classes Taken: 89 (+11%)
Number of Unexcused Absences
(n = 17)

Unexcused Absences Time 1

Unexcused Absences Time 2

Number of referrals

Unexcused Absences

52

76

0 10 20 30 40 50 60 70 80

Unexcused Absences Time 1

Unexcused Absences Time 2
Reflections, Questions, Comments
Thanks!

• Like us on Facebook: https://www.facebook.com/IOD.RENEW
  https://www.facebook.com/YOUTHMOVENH

• Follow us on Twitter: https://twitter.com/RENEW_IOD

• Websites: www.renew.unh.edu & http://nh4youth.org/

• For further questions please contact us at iod.renew@unh.edu youthmovenh@gmail.com