Go Slow to Go Fast: Training and Coaching for Tier 3 Practices

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Las Vegas, Nevada

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Institute on Disability
University of New Hampshire
Learning Objectives

• Participants will be able to articulate how to develop the key features of a Tier 3 intervention

• Participants will gain an understanding of an Implementation Framework to create a strong training and coaching system

• Participants will learn how to use tools and data to coach to improve fidelity of implementation of a practice.
Turn and Talk

**STEP 1:** Identify a youth with significant emotional or behavior needs. Talk about:
- Types of problems exhibited
- Academic performance
- Social/emotional characteristics
- Issues outside of school

**STEP 2:** Discuss how your school or agency currently responds to each of these young people.
- What systems are in place to support the youth?
- What training and expertise are available to support the youth?
- How do you measure if the intervention is provided with fidelity?
Turn and Talk (cont.)

STEP 3:

• Discuss
  – What the ideal response should be?
  – What is needed to reach this ideal?
  – What kind of coaching needs to be in place to help support those implementing the intervention?
Children and Youth with Emotional and Behavioral Disorders

- High rates of exposure to trauma and violence
- High rates of behavior problems, school discipline
- Lack social resources and positive relationships
- High dropout rates
- High rates of juvenile justice involvement & incarceration
- Disengaged from school, support services, and treatment programs
- Disproportionate punishment - African American youth, youth with disabilities, Native youth
Mental Health Needs of Youth

• School is the “de facto” Mental Health provider

• 70% of youth in juvenile justice systems have a mental health concern

• Very few (1-2%) are identified by schools as having an emotional disorder

• 37% of youth with a mental health concern drop out of school

• Suicide is the 3rd leading cause of death among youth
RENEW Goals & 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: Model Elements

- Self-Determination
- Interagency Collaboration
- School-to-Career
- Disability and Civil Rights
- Education Transition
- System of Care
- Youth and Family
The MTSS High School Model: Positive Behavior Interventions and Support & RENEW


Student Progress Tracker
Individual Futures Plan

Tier 3
RENEW and Wraparound

Competing Behavior Pathway
Functional Assessment Interview
Weekly Progress Report
(Behavior and Academic Goals)

Tier 2

Simple Individual Interventions
(Brief FBA/BIP, Schedule/Curriculum Changes, etc)

ODRs, Attendance, Tardies, Grades, Credits, Progress Reports, etc.

Tier 1/Universal

Small Group Interventions
(CICO, Social and Academic Support Groups, etc.)

School-Wide Assessment
School-Wide Prevention Systems

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RENEW Phases

Youth referred for Tertiary Level Services and Supports

Tertiary Planning Team Screens for Tier 3

Phase 1: Youth Matched with facilitator Futures Plan MAPPING Completed

Phase 2: Team Formed Plan Developed

Phase 3: Implementation and Monitoring of Plan

Phase 4: Transition
IES: RENEW Theory of Change

1. Facilitators Provide:
   - Personal futures planning
   - Individualized team development
   - Braided resource development
   - Flexible education program
   - Transition planning
   - Employment and work-based learning
   - Mentoring
   - Community connections

2. Coaches Provide:
   - Ongoing modeling & supervision
   - Access & information to school & community resources

3. Shorter-Term Improvements:
   - Self-Determination Capacity & Opportunity
   - Student Engagement Behavioral, Cognitive, & Affective
   - Social Support Source & Type

4. Longer-Term Outcomes
   - Improved emotional & behavioral functioning
   - Fewer behavior & discipline problems at school
   - Improved academic performance
   - On track to graduate
   - Participation in job-related activities
   - Less likely to drop out

5. Moderators
   - Types and intensity of emotional or behavior challenges
   - Demographics (e.g., gender, race/ethnicity, SES)
   - Experience of trauma and other significant life factors
The Implementation Gap

Effective Intervention × Ineffective or Insufficient Implementation = Inconsistent; Not Sustainable; Poor Outcomes

Bertram, Blasé, & Fixsen, 2012
## Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it</td>
<td>Exploration/Preparation Activities</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Getting it right</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct baseline data, develop plan.</td>
</tr>
<tr>
<td>Making it better</td>
<td>Initial Implementation</td>
<td>Roll-out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td></td>
<td>Full Implementation</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Sustainability/Continuous Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
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</tbody>
</table>
## Managing Complex Change

<table>
<thead>
<tr>
<th>Vision</th>
<th>Skills</th>
<th>Incentives</th>
<th>Resources</th>
<th>Action Plan</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td>Action Plan</td>
<td>False Starts</td>
</tr>
<tr>
<td>Vision</td>
<td>Skills</td>
<td>Incentives</td>
<td>Missing</td>
<td>Action Plan</td>
<td>Frustration</td>
</tr>
<tr>
<td>Vision</td>
<td>Skills</td>
<td>Missing</td>
<td>Resources</td>
<td>Action Plan</td>
<td>Resistance</td>
</tr>
<tr>
<td>Vision</td>
<td>Missing</td>
<td>Incentives</td>
<td>Resources</td>
<td>Action Plan</td>
<td>Anxiety</td>
</tr>
<tr>
<td>Missing</td>
<td>Skills</td>
<td>Incentives</td>
<td>Resources</td>
<td>Action Plan</td>
<td>Confusion</td>
</tr>
</tbody>
</table>

Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd. [renew.unh.edu](renew.unh.edu)
Drivers

Implementation Drivers

- Fidelity
- Coaching
- Systems Intervention
- Facilitative Administration
- Decision Support Data System

Competency Drivers

- Selection
- Training
- Coaching

Organization Drivers

- Technical
- Adaptive
- Leadership Drivers

Integrated & Compensatory
RENEW Stages of Implementation

TEAM FIDELITY

TEAM FORMED
FACILITATORS ARE TRAINED
FACILITATORS BEGIN WORKING WITH YOUTH
FACILITATORS RECEIVE ONGOING COACHING REGULARLY
EXCEPTIONAL FACILITATORS IDENTIFIED FOR INTERNAL COACHING ROLE
INTERNAL COACHES TRAINED & PROVIDED SUPPORT TO COACH INTERNAL TRAINER IDENTIFIED AND TRAINED

- Integrity Tool
- Professional Development/Recognition Process
- Data Review & Reflection

RENEW Implementation Checklist
RENEW Implementation Team Tasks and Responsibilities

- Identify and recruit youth who meet your eligibility criteria.
- Identify and support school personnel to be RENEW facilitators.
- Identify and address systemic barriers to RENEW facilitation and implementation.
- Match referred students to RENEW facilitators.
- Logistics: providing time, space, materials, training support, booster training, time to meet with the coach.
- Assist with data identification and facilitate data collection.
- Track RENEW implementation with process and outcome data.
- Disseminate information and successes to internal and external stakeholders.
- Develop interagency collaboration to develop resources from multiple sources to link the youth with post-school supports.
- Ensure family involvement in the RENEW process.
RENEW Facilitator Training Institute

A three-day, in-depth training on the Rehabilitation for Empowerment, Natural supports, Education, and Work (RENEW) model and process

- **Day 1**: Orientation to the RENEW Process, youth and family engagement, personal futures planning.
- **Day 2**: Team facilitation, progress monitoring, resource development, and transition strategies.
- **Day 3**: Problem-solving for facilitators, education and support strategies, employment supports, and planning for adult living and careers.
Trainings for 2014-2017:

• 3 Day RENEW facilitator’s training
• 1 Day RENEW Coaches Training
• RENEW Implementation Team Training
• Ongoing bimonthly coaching and TA to RENEW Implementation Team and RENEW facilitators
Coaching vs. Training

• Coaching involves active collaboration and participation, but not group instruction.
  
  – Small group
  – Build from local competence
  – Sustainable
What is a Coach?
External RENEW Coaches

- Assists with resources (release time, training supports)
- Empowers staff to learn and practice
- Ensures fidelity
- Schedules and supports staff with training time
- Invests in problem-solving with individual student teams
- Participates in and observes individual student meetings, models facilitation techniques
- Makes RENEW a priority as part of the PBIS framework and system
Differentiated Coaching

*based on individual skill needs and contextualized to specific settings*

<table>
<thead>
<tr>
<th>Context</th>
<th>New</th>
<th>Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>High Level Intensity</td>
<td>Mid-level Intensity</td>
</tr>
<tr>
<td>Familiar</td>
<td>Mid-level Intensity</td>
<td>Low Level Intensity</td>
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*from K. Blase, 2009*
# RENEW Coaching Model

<table>
<thead>
<tr>
<th>Coaching Activity</th>
<th>Frequency</th>
</tr>
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</table>
| Observe Facilitators during mapping process | • 1x during facilitators first time mapping  
• 1x per facilitator annually |
| Observe Facilitators at least during team process | • 1x during facilitators first time facilitating a team  
• 1x per facilitator annually |
| Meeting one-on-one with each Facilitator to provide feedback, create professional development plans, & review data | • 1x per month or more if needed |
| Meet with Implementation Team (which should include Administrator, Facilitators, and other stakeholders) | • 1x per month or more if indicated by the Implementation Team |
| Administer RENEW Integrity Tool (RIT) | • 6 months after working with first RENEW youth  
• 1x per facilitator annually |
| Administer RENEW Implementation Checklist (RIC) with Implementation Team | • During the initial meetings of the RENEW Implementation Team to establish baseline  
• Annually |
Participatory Adult Learning Strategy II (PALS II): Overview

Carol M. Trivette, Ph.D.

An evidence-based approach to the implementation of professional development.
Tools Used By Coaches to Reach Fidelity

- RENEW Implementation Checklist (RIC)
- RENEW Integrity Tool (RIT)
- RENEW Facilitator Reflection Tool
Continuous Quality Improvement

- Identify current status & problems with precision
- Establish goal(s)
- Develop solution(s) with integrity and fidelity
- Implement solution(s)
- Monitor outcomes and compare to goal(s)
- Evaluate
- Reassess and revise solution(s) as needed
- Develop solution(s)
- Establish goal(s)
- Monitor outcomes and compare to goal(s)
- Evaluate
- Reassess and revise solution(s) as needed
- Implement solution(s)
What You Want To Know...

Every month you should be asking for...

1. Who is enrolled? Test and control?
2. Who started RENEW, matched to Facilitator, and when?
3. Where and when are they meeting?
4. How are the students moving through the process?
5. Does the student have concrete goals
6. Does the Facilitator meet with the coach every week?
7. Is the student making progress (what data are you using to determine this)?
## RENEW Data

<table>
<thead>
<tr>
<th>Data</th>
<th>Frequency Reviewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>RENEW Referrals</td>
<td>At every Implementation Team</td>
</tr>
<tr>
<td>Transcripts</td>
<td>At least each school marking period and more frequently depending on youth’s goal</td>
</tr>
<tr>
<td>Youth Tracker</td>
<td>Monthly coaching meeting with Facilitator</td>
</tr>
<tr>
<td>Agency Tracker</td>
<td>Quarterly at Implementation Team meetings</td>
</tr>
<tr>
<td>Discipline &amp; Attendance Data</td>
<td>At least each school marking period and more frequently depending on youth’s goal</td>
</tr>
<tr>
<td>RENEW Future’s Plan Maps Youth Action Plans</td>
<td>Monthly coaching meeting with Facilitator</td>
</tr>
</tbody>
</table>
RENEW I Youth Outcomes

**CAFAS Scores by Facilitator**  
(n=12)

**CAFAS Scores All Facilitators**

- CAFAS at Intake: 61.875
- 6 Months of Intervention: 46.25

(renew.unh.edu)
Overall Implementation - 2015-16

Time 1 versus Time 2 Implementation Measures by Center
Renew Youth Avg. Pct. Earned Credits

- Prior (N=26): 76.8%
- Enrolled (N=29): 88.5%
- 1 Semester Post (N=20): 89.8%
- 2 Semesters Post (N=10): 100.0%
What Does It Take To Implement An Intensive, Individualized Intervention?

• Committed coaches, committed facilitators, and supportive leadership

• A solid implementation team with a dedicated coach who is able to manage this process with fidelity and support facilitators

• Investment for training and ongoing support for facilitators

• Reliable data-driven decision-making

• Identified conduits to outside resources and community
Thanks!

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• Websites: www.renew.unh.edu

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